Development Monopoly Quiz for Increase Awareness Culture and Thinking Critical : Literature Study

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ARTICLE INFO

A B S T R A C T

The implementation of the Merdeka Curriculum in Indonesia requires an evaluation of teaching materials, including textbooks, to ensure alignment with the principles of the curriculum, but systematic research on textbook analysis is still limited. This research aims to identify research trends in the analysis of elementary school student books under the Merdeka Curriculum during the period 2020-2025. Using the Systematic Literature Review (SLR) method, the researchers analyzed 5 journal articles and proceedings indexed in Google Scholar published between 2020-2025, focusing on studies of the analysis of Indonesian language textbooks for elementary school students. The research findings indicate: (1) an increasing trend in research on the analysis of Merdeka Curriculum textbooks, (2) the dominance of Universitas Negeri Semarang as the most active institution in this field, and (3) a diversity of analytical instruments used according to the individual objectives of each study. The study's conclusion underscores the importance of raising awareness among educators and researchers in evaluating the feasibility of textbooks, as well as the need for the development of more consistent analysis standards.

1. Introduction

Learning is the core of the educational process, which aims to form understanding conceptual, applicable skills, and attitude positive participant education. More than just delivering materials to educators, learning ideally becomes a means for developing a deep understanding and the ability to apply knowledge in context of life (Nurcahyani, 2024). Effective learning is greatly influenced by the presence of active and meaningful interactions between teachers and students. Interaction encourages learning processes that are not only cognitive in nature but also touch on affective and psychomotor aspects simultaneously, but in practice, learning still often walks in a conventional way and is less capable of accommodating student

needs in a holistic way. Therefore, what is needed is innovation capable of increasing student participation in an active way at a time when they are developing the ability to think critically and awareness of diversity in the social environment (Chayani & Rachmadyanti, 2020).

Effective learning is built through the integration of various main components that are mutually continuous, namely participant education, educators, goal learning, materials, methods, media, and evaluation (Rahmadani et al., 2023). Participants serve as the central focus of the learning process, each bringing diverse backgrounds, needs, and learning styles. In the context of modern education, teachers act as facilitators who create a supportive and adaptive learning environment that aligns with the characteristics of the students (Mardiana et al., 2024). This role involves understanding the individual needs of students, as well as adjusting learning methods to support the optimal development of each learner. Learning objectives serve as the intended direction of achievement, while the material represents the core content delivered to reach those objectives. The selection of appropriate methods becomes a key factor in delivering the material in a strategic and contextual manner (Nababan et al., 2023). Instructional media are used as a means of support to clarify concepts and improve student involvement in the learning process (Fitrianingtyas et al., 2023). Finally, the evaluation plays an important role in evaluating the achievement of objective learning at a time and identifying effective methods and media that have been used (Sari et al., 2020).

In the context of learning based on culture, using the Monopoly quiz as interactive media can become one of the innovative strategies that accommodate component learning in an effective way (Janah et al., 2023). This method allows students to be involved in an active way, increasing their understanding of material culture as well as developing critical thinking skills through interaction and solving problems that arise in the game (Surur, 2021). Learning media is a tool or means used to convey material to be more easily understood by participants and to educate. These media can be in the form of material print, visual, audio, or interactive technology that supports the learning process (Latifah et al., 2023). The use of appropriate learning media not only helps in delivering information but also improves student involvement, clarifies abstract concepts, and makes the experience of learning more interesting and meaningful. One of the main objectives of using learning media is to develop students' critical thinking abilities (Pratama et al., 2021). The ability to think critically includes skills in analyzing, evaluating, and solving problems in a logical and systematic way. Students who have the ability to think critically are capable of understanding information in a much deeper way, connecting various concepts, as well as making decisions based on rational consideration (Kurniawati et al., 2023).

According Wayan et al (2024) in the context of learning based on culture, implementing a Monopoly quiz as an interactive learning medium can be an effective strategy for increasing student involvement at a time when honing the ability to think critically is important. Through this game, students are invited to analyze questions, identify cultural patterns, and make decisions based on their understanding of cultural diversity. Thus, the use of innovative learning media not

only enriches experience and learning, but also helps students develop skills essential for critical thinking for life in the future. Problems faced in study This is a low-awareness culture as well as a lack of ability to think critically. Students understand the diversity of cultures around them. Natural learning is conventional and often lacks interactivity, so that students are not involved enough in an active way in the learning process. As a result, their understanding of how to draft culture becomes limited, and they tend only to memorize without being capable of analyzing or connecting information with daily life (Rohmatun et al., 2025).

Implemented solutions include the Monopoly quiz as a medium (Kenedi et al., 2025). Learning interactively through this game, students can study in a better, more fun, active, and collaborative way. They are invited to think critically to answer questions, understand various aspects of culture, and make decisions based on their understanding (Mustafida et al., 2023). Monopoly can increase student involvement in learning, strengthening their understanding of diverse cultures, as well as hone their ability to think critically, which is important in everyday life. Some studies, one of them, according to Muslim et al (2021) show that Monopoly has a character based on the environment on digestive organ materials man can increase the results of studies. In the study (Palinussa et al., 2023). Instructional media monopolies are influential in positively affecting students' ability to think critically, and things that support Fitrianingtyas et al (2023) how the significant influence of learning media monopolies on interest and results. Thus, the Monopoly quiz can become an effective learning medium in support of a better learning process that is interactive and meaningful for students in class 4. This research combines learning processes with the use of interactive media to increase the effectiveness of learning. One of the innovations in learning media used is the Monopoly quiz, which is designed to increase awareness of culture and the ability to think critically students (Kaldarova et al., 2023). The Monopoly Quiz is an educational game that integrates elements of interactive and strategic learning (Devi et al., 2023). The purpose of this study is that the writer wants to study the implementation of the Monopoly quiz in learning based on culture for student class 4. It is hoped that the use of these media can increase the involvement of students, strengthen their understanding of their diverse cultures, as well as develop the ability to think essentially critically in daily life.

2. Methodology

The research methods use the approach of Systematic Literature Review (SLR) to identify, evaluate, and synthesize various relevant scientific literature with the implementation of Monopoly quizzes in increasing think critical student class 4 and build awareness culture (Fitriyadi & Wuryandani, 2021). This approach is done in a systematic way through stages : determination focus study, identifying source literature through national and international databases, selection article based on criteria inclusion, as well as analysis of contents in a way deep to selected articles (Andari & Bodak, 2023). Data collection was carried out to browse published articles in the range 2020–2025, using keywords such as" Monopoly quiz "," thinking critical student of elementary school", and" awareness culture in learning ".

The literature analyzed covers articles accredited and indexed which have relevance to context education base and reinforcement character students. The analysis techniques used in this SLR are content analysis, with the objective of identifying patterns, main findings, and gap research that can be made into base development innovation learning (Hafeez, 2021). The results of the systemic review are organized and presented for give theoretical and practical ways for the development of learning models based on educational at elementary school. Here is Table 1. Contains stages in the search article using the method Customized Systematic Literature Review (SLR). With context research" Development Monopoly Quiz for Increasing Awareness Culture and Thinking Critical Student Class 4":

Table 1. Stage Search Articles use the Systematic Literature Review (SLR) Method

No	Stage	Explanation
1.	Determination Focus of Study	Set focus research on the use of the Monopoly quiz as a learning medium that can increase think critical and awareness culture student of elementary school.
2.	Keyword Determination	Using keywords such as :"quiz monopoly","learning media based on games","think critical elementary school students","awareness culture in learning".
3.	Search for Literature	Browsing scientific journals through national and international databases such as Google Scholar, DOAJ, SINTA, and Scopus for the range 2020–2025.
4.	Implementation Criteria Inclusion	Selected articles must fulfill the following criteria : Focused on education Basic, using game media /Monopoly, Discussing think critical / awareness culture, Published between 2020–2025.
5.	Implementation Criteria Exclusion	Eliminate articles that do have relevant topics (e.g. No SD context), no results research (e.g. opinion / review without data), none can be accessed in a complete way.
6.	Initial Selection Based on Title and Abstract	Selecting article in a way beginning based on conformity title and abstract to focus study.
7.	In-depth Content Analysis	Read Contents complete from article selected, identified methods, main findings, and context using a Monopoly quiz.
8.	Data Synthesis	Organizing data in form of tables and graphs, as well as compiling findings in categories such as learning media, indicators, enhanced skills, and learning models.
9.	Identification Research Gap	Review lacks or gaps in studies previously For compile direction development more carry on in learning based on Monopoly quiz.

Based on results identification and analysis article as well as proceedings that have been obtained, can be seen in Figure 1. Graph the display part on the left is the amount of published articles every year, so that give a description the development interest and contribution researcher to Topic This from year to year.
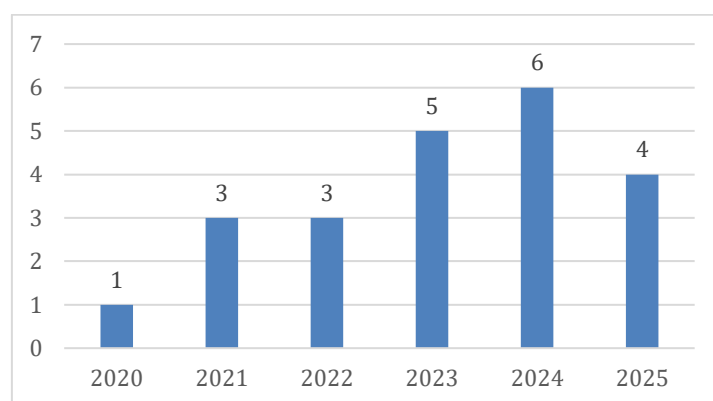
Figure 1. Chart Publication Study SLR-Based Monopoly Quiz 2020–2025

Based on results study the literature obtained, there are various college heights and schools in Indonesia that has contributed in study about use Monopoly quiz as a learning medium interactive at the level elementary school. Contributions from institutions are reflected in the amount publication research spread across a range from 2020 to 2025. Distribution data publication based on institution origin researcher can be seen in Figure 2 below.
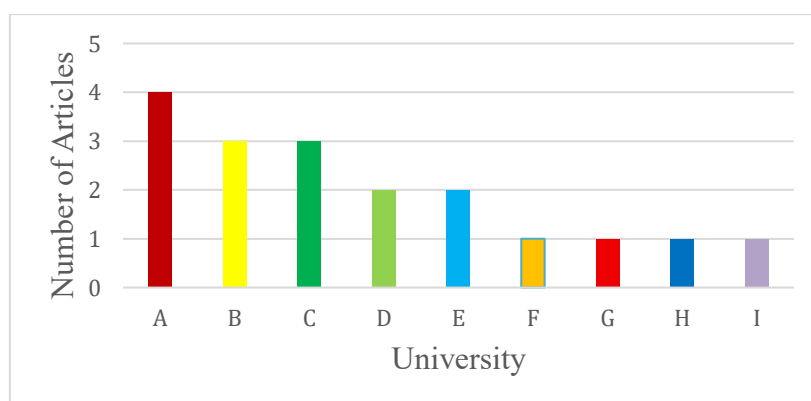

Figure 2. Graph of Universities/ Schools of Origin of Articles and Proceedings Quiz Media Research

List of institutions or schools that became source articles and proceedings used in the study is presented in Table 2.

Table 2. Description Article Origin University/ School Graph

Code	University/School
A	Universitas Negeri Semarang (UNNES)
B	Universitas Negeri Surabaya (UNESA)
C	Universitas Negeri Malang (UM)
D	Universitas Mataram (UNRAM)
E	Universitas Pendidikan Indonesia (UPI)
F	Universitas Diponegoro (UNDIP)
G	SD Muhammadiyah 1 Purworejo
H	SD Kedurus III Surabaya
I	SD Negeri Karanganyar

Based on 22 articles, the results study literature about learning media based on games in elementary school. There are five articles with the most taking into reference in context the implementation of game-based learning (GBL), especially game monopolies and educational media others. Articles stand out because they discuss game media implementation in the context of learning thematic, literacy culture, critical thinking skills, and strengthening character student (Aditya et al., 2023). 5 articles with amount citation the highest, show that Modified Monopoly Game in a way pedagogical proven capable increase involvement, understanding concept, as well as motivation Study student in a way meaningful. This shows that games not only mean entertainment, but can become an effective pedagogical approach in context curriculum elementary school (Siahaan et al., 2023).

These findings strengthen the argument of Aisyah et al (2025) that integrating elementary culture, collaborative strategies, and thematic approaches based on games can have a positive impact on study students and, at the same time, enriching experience study they are doing in class. Here is the article data with significant contribution and amount citation the highest presented in Table 3 below.

Table 3. Articles with Highest Number of Citations

No	Article Title	Writer	Total Citations
1.	Monopoly game with a problem-based learning (PBL) approach	Amrullah et al. (2024)	22
2.	The use of Monopoly game in mathematics learning	Surur (2021)	18
3.	Monopoly-based learning media integrating local cultural norms	Hati et al. (2024)	15
4.	Modified Monopoly game for social studies (IPS) material	Muslim et al. (2021)	13
5.	Monopoly game for human digestive system learning.	Rahmadani et al. (2023)	11

3. Result and Discussion

Publication of Articles and Proceedings about Monopoly Quiz Media in Learning Student of Elementary school

Based on a review of 22 articles relevant scientific with use of game media , especially Monopoly quizzes in learning at the level school, found that trend publication show improvement from year to years, especially in the range 2020 to 2024 period. Trends These reflects continuing interest growing by circle educators and researchers in developing interactive and fun learning media. Research by Faizma et al (2024) hows that Monopoly-based games increase study motivation and educate participants in a significant way. The same was also revealed by Fadilah et al (2022) who found that the application of media education games based on boards like Monopoly can increase cognitive skills and social students. In addition, studies by Tukan et al (2025) confirm that this medium is very effective in strengthening the understanding of drafts through an approach based on

experience directly studying. Articles are published in a journal that has been indexed by Google Scholar, Publish Perish, with a focus on learning interactive, critical thinking, and strengthening values culture through media-based games.

In Figure 2, we can see that the trend in Monopoly quiz media research has experienced significant growth, although there is little fluctuation from aspect amount of publication. The results of article data analysis show that Semarang State University (UNNES) became the most active institution in studying regarding the Monopoly quiz media, with a total contribution of four articles Fajriah et al (2022) with Kurniawati et al (2023). Apart from UNNES, several Other institutions such as UNESA, UM, and UPI also provide significant contribution. Table 2 presents distribution institutions or schools involved in related articles, which shows that the development of Monopoly quiz media has become attention widespread in various regions in Indonesia. Although thus, some big studies are still centered on Java Island, so that needs encouragement for the development of similar media in other regions.

Orientation Development of Monopoly Quiz Media in Learning

Of the 22 articles reviewed, it is known that the development of Monopoly quiz media was carried out and refers to several learning models, like Problem Based Learning (PBL), Cooperative Learning, and Think Pair Share. Application of learning models. This aims to increase involvement, encourage critical thinking, and strengthen market collaboration as well as ability communication students in the context of learning themes (Fariha & Andrijati, 2024).

Table 4. Learning Model in Monopoly Quiz Media Development

Learning Model	Writer
Problem Based Learning	Amrullah et al., 2024
Cooperative Learning	Muslim et al., 2021
Think Pair Share	Mustafida et al., 2023

The development of Monopoly quiz media based on the PBL model carried out by Amrullah et al (2024) has proven capable of increasing skills think critical students. Students invited to finish problems that are formulated in the form of question quizzes on the Monopoly board are collaborative and independent. Therefore, the Cooperative Learning model as used by Muslim et al (2021) encourages the involvement of active students through work groups, discussions, and decision-making decisions together in the process of playing and learning.

The use of the Think Pair Share strategy in Monopoly quizzes has also proven effective in facilitating exchange of ideas and reflection between students, as discussed by Mustafida et al (2023). This model invites students to think in an individual way, pairs to discuss and share understanding before they answer questions or continue the game. The third approach has a positive impact on improving the quality of the learning process in the classroom. The following served summary study literature that has been reviewed For Then explained content found from research that has been done previously.

Table 4. Results of Literature Review

No	Author	Research Findings
1	Videnovik et al. (2023)	This study shows that the use of game-based learning (GBL) in computer knowledge computer give a positive contribution to improvement involvement student in the learning process, but still found challenges in the form of lack of standardization in its application in various context.
2	Ling & Abdul Aziz. (2022)	Learning strategies based on games have been proven effective in increasing acquisition of vocabulary ESL students, where students show perception positive to approach this, including improvement motivation and ability to learn independently.
3	Pukhraj et al. (2021)	Using Snakes and Ladders games as an educational medium in a way significant success, increasing knowledge, attitudes, and practices cleanliness personal student school base through a fun and interactive approach.
4	Ergül & Dogan (2022)	The integration of game-based learning in teaching place value concepts in mathematics can improve conceptual understanding and motivate elementary school students to learn the subject.
5	Kaldarova et al. (2023)	The application of game-based learning in the context of computer science terminology has proven effective in improving student retention and encouraging their active participation during the learning process.
6	Lukas et al. (2020)	The U-NO-ME card game, designed in accordance with the first-grade curriculum, has been proven to improve English vocabulary mastery and strengthen student motivation to learn in rural areas..
7	Lin & Cheng (2022)	The use of digital board games equipped with interactive technology has been proven to improve students' mathematics learning outcomes, make abstract concepts more concrete, and support adaptive learning.
8	Chusnullita & Setiawan (2024)	The use of modified snakes and ladders for learning Javanese script has been proven to improve the reading and writing skills of fourth-grade students while making the learning process more interesting.
9	Putri et al. (2023)	The implementation of P5 gymnastics as part of strengthening students' character has proven to be effective in reinforcing the internalization of Pancasila values through a physical activity approach that is integrated into school activities.
10	Fatchurahman et al. (2022)	The development of animation media based on the local wisdom of Kalimantan has successfully increased student engagement and learning outcomes, while strengthening their understanding of local culture.
11	Khoiruddin et al. (2023)	An Android-based visual novel application that highlights the history of Indonesian independence is considered effective in increasing student engagement and their understanding of historical events in an interactive way.
12	Sartono et al. (2022)	Interactive multimedia that integrates cultural diversity has proven effective in improving elementary school students' understanding of citizenship concepts and motivation to learn.
13	Surur (2021)	The integration of monopoly games into mathematics learning has proven effective in improving the readiness of sixth-grade students to face national exams in a more enjoyable way.
14	Muslim et al. (2021)	A modified version of Monopoly for social studies has been shown to improve student learning outcomes through an approach that encourages active engagement and meaningful learning experiences.
15	Singh et al. (2021)	The use of Math Zap card games as a medium for learning mathematics has been proven to improve basic arithmetic skills and foster a positive attitude among students toward mathematics lessons.

No	Author	Research Findings
16	Hati et al. (2024)	Monopoly-based learning media that highlights local customs and traditions has proven effective in delivering material to fourth-grade students using a contextual and relevant approach.
17	Amrullah et al. (2024)	A monopoly game designed using a problem-based learning (PBL) approach has been proven to significantly improve the critical thinking skills of fifth-grade students.
18	Rahmadani et al. (2023)	The integration of monopoly games into learning about the human digestive system has been proven to improve students' understanding in a more active and meaningful way.
19	Hasibuan & Sukartiningsih (2022)	The Learning Cycle model combined with the game of Monopoly has been proven to effectively and enjoyably foster basic financial literacy in young children.
20	Bakri (2024)	The monopoly game developed as a learning medium in fifth grade elementary school significantly improved students' critical thinking skills from cycle to cycle of learning.
21	Megawaty et al. (2021)	An Android-based educational game application that introduces Sumatran culture in an interactive way has proven effective in increasing students' appreciation of local cultural heritage.
22	Chayani & Rachmadyanti (2020)	The development of Jenga game media with cultural diversity material has been proven to increase student engagement and understanding of Indonesia's ethnic and cultural diversity.

Table 5 presents a summary of the results of a literature review on the use of game-based learning media in the context of primary education. Based on the results of a literature review of previous studies, several key findings were identified, namely:

a. Learning Increase Awareness Culture

Cultural awareness is a fundamental aspect of education that aims to help apply cultural values in everyday life (Denis et al., 2021). In this era of rapid globalization, understanding one's own culture and other cultures is important for students to be able to adapt and respect diversity. Culture-based education not only introduces students to local wisdom but also shapes their character to be more inclusive and tolerant of social and cultural differences (Khoiruddin et al., 2023). In the context of elementary school education, cultural awareness can be built through various methods, such as experience-based approaches, direct cultural exploration, and the use of relevant learning media. Through experience-based approaches, students are encouraged to recognize and understand their own culture and other cultures through direct interaction with cultural objects, whether in the form of dance, music, folklore, or traditional practices that are still preserved (Lukas et al., 2020).

Another method that can be applied is game-based learning, where students can learn about culture in a more interactive and fun way. Educational games such as Monopoly quizzes, for example, can be used as a learning medium to introduce culture to students in a more interesting way (Chayani & Rachmadyanti, 2020). By using games, students not only gain information about culture but also actively engage in a learning process that will increase their awareness and understanding of cultural diversity in Indonesia and around the world (Mustafida et al., 2023).

b. Monopoly Quiz Learning Media

Learning media plays an important role in improving the effectiveness of the learning process. The use of innovative media that is tailored to the characteristics of students can help increase learning motivation and clarify the concepts being taught. One innovative learning media that can be applied is the Monopoly quiz game. The Monopoly quiz is a modification of the classic Monopoly game that has been redesigned for learning purposes (Megawaty et al., 2021). In this game, students will be asked questions related to the lesson material when they stop at certain points on the game board. Correct answers will give players an advantage, while incorrect answers may present additional challenges. With this format, the Monopoly quiz is not only a learning aid but also a means of fostering healthy competition among students (Hasibuan & Sukartiningsih, 2022).

The main advantage of this learning medium is its ability to attract students' attention and increase their participation in learning. In addition, this game can also help students remember information better because the concepts learned are presented in a more interesting and interactive form (Hutoyo, 2020). Several studies have shown that game-based learning media, including Monopoly quizzes, have a positive impact on student understanding. In addition, the use of Monopoly quizzes can also increase social interaction among students. This game encourages students to work together, communicate, and discuss in order to complete the challenges given. Thus, this learning medium not only has an impact on improving learning outcomes but also develops students' social and cooperation skills in a fun learning environment (Singh et al., 2021).

c. Monopoly Quiz Critical Thinking Skills in Elementary School

Critical thinking skills are very important to develop early on, especially at the elementary school level. Critical thinking helps students understand and analyze information, but also makes them capable of making rational decisions and solving problems effectively (Sartono et al., 2022). In the context of education, critical thinking can be defined as the ability to evaluate information objectively, identify patterns or relationships between concepts, and develop logical arguments based on existing evidence.

Monopoly quizzes as a learning medium have great potential to improve critical thinking skills in elementary school students (Khoiruddin et al., 2023). In this game, students are not only required to answer questions correctly but also to analyze information, develop strategies, and consider the consequences of each decision they make. This process involves various aspects of critical thinking, such as problem solving, decision making, and logical analysis (Bulkani et al., 2022). In fourth grade, students are at a more complex stage of cognitive development than in previous grades. According to Piaget's theory of cognitive development, fourth graders are generally at the concrete operational stage, where they begin to think logically about concrete situations and connect concepts with real experiences. Therefore, learning that develops critical thinking skills must be tailored to their developmental characteristics (Putri et al., 2023).

In the context of fourth-grade elementary school students, critical thinking involves the ability to understand concepts in greater depth, identify cause-and-effect relationships, and construct arguments based on available information (Latifah et al., 2023). The Monopoly quiz as a learning medium can provide a learning experience that encourages students to think more critically in a fun and interactive way. While playing, they not only memorize answers but also consider the best strategy to win the game, analyze each question given, and find solutions to the challenges they face (Lin & Cheng, 2022).

Several studies, namely studies by Fitrianingtyas et al (2023); Muslim et al (2021); Pukhraj et al (2021) shows that students who learn using Monopoly quizzes show a significant improvement in critical thinking skills compared to conventional learning methods. This is because the game provides intellectual challenges that encourage students to think more deeply and understand concepts in a more enjoyable and interactive way. In addition, Monopoly quizzes can also help students develop communication and teamwork skills. In this game, students often have to discuss with their friends to determine the best strategy for answering questions or overcoming challenges. This process not only improves students' understanding of the subject matter but also trains them to express their opinions, listen to other people's perspectives, and work together to achieve common goals.

Based on various research findings, it can be concluded that the Monopoly quiz is an effective learning medium for increasing cultural awareness and critical thinking skills among elementary school students. By combining engaging game elements with relevant learning materials, the Monopoly quiz not only makes the learning process more enjoyable but also more meaningful (Hardianti et al., 2023). Therefore, the application of this learning media is highly recommended as an innovative strategy to improve the quality of education in elementary schools. Based on an analysis of 22 articles that examined the use of Monopoly quizzes in elementary school learning, the distribution of cognitive abilities targeted by each study was obtained. The results show that the main focus of most studies is on improving critical thinking skills (30%) and cultural awareness (25%), which are relevant to the context of value-based and reflective games. Furthermore, conceptual understanding skills (20%) are also a concern, particularly in thematic and science learning.
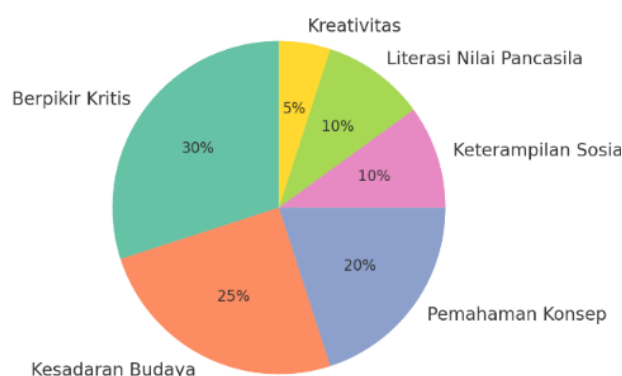

Figure 3. Students' Abilities in the Cognitive Domain

Research by Amrullah et al (2024), and Bakri et al (2024) focuses on improving students' critical thinking skills through a Monopoly quiz developed based on a problem-solving approach and learning cycle. Research by Muslim et al (2021) and Surur (2021) shows that the game of Monopoly also encourages increased cultural awareness and understanding of social studies and mathematics in a contextual and enjoyable way. The studies by Rahmadani et al (2023) and Singh et al (2021) highlight improved conceptual understanding through educational games like Monopoly and Math Zap cards, particularly in the areas of the digestive system and basic mathematics. The research by Hati et al (2024) and Chayani & Rachmadyanti (2020) emphasizes the strengthening of students' social and collaborative skills when playing together in groups while exploring cultural values. Putri et al (2023) investigated the relationship between character-based physical games (such as P5 gymnastics) and improved literacy in Pancasila values, while Wahyuni et al (2023) demonstrated that locally-based animated media also encourage student creativity. Meanwhile, Chusnullita & Setiawan (2024) and Lukas et al (2020) highlight the aspects of student engagement and creativity in the context of Javanese script learning and vocabulary mastery in rural areas.

4. Conclusion

This study shows that the Monopoly quiz is an effective learning medium for improving elementary school students' cultural awareness and critical thinking skills. Through interactive and fun game methods, students not only gain a deeper understanding of cultural values but also practice logical thinking, problem-solving, and decision-making skills. This activity also encourages teamwork and communication among students, creating an active and meaningful learning environment. The implementation of the Monopoly quiz has proven successful in achieving the research objectives, namely improving the quality of learning. Moving forward, this medium can be further developed for various learning themes and different educational levels with modified content tailored to specific needs.

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How to cite this article:

Dienti, L. S., Raharjo, T. J., Khafid, M., Subali, B., & Widiarti, N. (2025). Development Monopoly Quiz for Increase Awareness Culture and Thinking Critical : Literature Study. *Journal of Educational Sciences*, *9(5)*, 3197-3213.