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The Influence of MONAGEN Games (Monopoly of Exogenous Power) on Students' Learning Interests Class X IPS SMAN 12 Jakarta.

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Abstract: *This research aims to find out the influence of MONAGEN games on students' learning interest class X IPS SMAN 12 Jakarta. This research uses quasi-experimental research methods with the Nonequivalent Control Group Design design. The sampling techniques in this study used Purposive Sampling. The samples used in this study, namely class X IPS 3 as an experimental class given MONAGEN game treatment and class X IPS 1 as a control class given PowerPoint treatment. These research instruments include student learning interest instruments (Pre-Test & Post-Test), and observation sheets of student learning interest. Analytical techniques used in this research, namely instrument tests, tests as data analysis requirements, and data analysis tests. Research instruments are declared valid and realable, and the data is declared normal and homogeneous. Based on the results of the study showed that there was a significant influence of MONAGEN games on students' learning interests in class X IPS SMAN 12 Jakarta. The average post-test acquisition of experimental classes was 82% by category " Excellent " and the control class by 76% by category " Very Good ". Analysis of the data using the Independent Sample T-Test test obtained that the significance level (Sig.) of 0.025 due to significance smaller than 0.05 (0.025 < 0.05), then Ho was rejected and Ha was accepted. The influence of student interest in learning "Very Good" in class X IPS SMAN 12 Jakarta after using the MONAGEN game in geography learning.*

Keywords: *Learning Media, MONAGEN Games, Interest, Learn, Students*

Introduction

Learning is an activity carried out to help students learn to be better so that ideal learning occurs. Ideal learning is obtained if students have a high interest in learning, the teacher delivers the material appropriately and appropriate learning strategies and the selection of the right learning media. (Amalia, 2020) Learning media is one of the means that can be used by teachers to deliver material to students during learning.

Creative and innovative learning media can foster teacher creativity in teaching and can make students become active during learning so that it will make it easier for students to understand the learning material delivered by the teacher and it is hoped that students have an

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interest in learning in the lesson because they become more enthusiastic and enthusiastic in following existing learning with the selection of the right learning media.

In Geography learning, there are several problems in Indonesia that cause the quality of learning to be still not optimal. The problems experienced in learning Geography are divided into two, namely external and internal. External problems experienced in Geography learning, such as 1) Geography is considered a less interesting, unpleasant, monotonous, and repetitive subject so geography lessons become less important for students. (Setuasih, 2010), and 2) The learning process of Geography, in general, will only remember materials in the form of ideas and facts so that students become bored. (Sanuriyawati, 2010) Meanwhile, internal problems experienced in Geography learning, such as 1) The tendency to specialize is getting sharper, and 2) There is the acceptance of approaches from various fields of study that are not based on regions in Geography. This keeps geographers away from the Geographical landscape so that the understanding of geography, in general, will fade as a scientific substance. (Nofrion, 2018)\

SMAN 12 Jakarta is one of the Sekolah Menengah Atas (SMA) that has implemented the Emergency Curriculum during the Covid-19 Pandemic. SMAN 12 Jakarta addressed at Jl. Pertanian No.9, RW.1, Klender, Kec. Duren Sawit, Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta (13470). The problems found by researchers based on field observations during Praktik Kuliah Mengajar (PKM) in Geography learning at SMAN 12 Jakarta from August to October 2021, namely: 1) Students are tired of learning online 2) Teachers have difficulty in choosing learning media as the best teaching material in Geography learning, and 3) Students prefer Geography learning done while playing rather than just listening to material lectures or questions and answers conducted by teachers during the learning, such as a) Guess the Geography Picture using Mentimeter, PowerPoint, and Gartic Io, b) watch videos on Youtube or go live during the lesson, and Geography Quizzes using EduCandy, Quizizz, Powerpoint, and Kahoot.

The selection of learning media as the right teaching material can attract students' interest and enthusiasm in participating in learning in class. However, it was found that teachers who usually use learning media in the form of PowerPoints or Modules as teaching materials are often only read or used by students at certain times, such as when approaching test time, when the teacher explains the material in front of the class, and when the teacher asks students to read it in class.

The impact caused by online learning due to the continuous Covid-19 pandemic has made students bored and less interested in participating in Geography learning activities at school. It was found by the fact that many students were reluctant to turn on the camera in the zoom room/meeting room and some even did not attend without information when online learning took place. However, SMAN 12 Jakarta began implementing 100% Pembelajaran Tatap Muka (PTM) on January 3, 2022 which is also based on SKB empat Menteri dated December 21, 2021 with No. 05 / KB / 2021, No. 1347 of 2021, No. HK.01.08 / Menkes / 6678 / 2021, and No. 443-5847 of 2021 which is expected for students to be more active in participating in existing learning.

So that a learning media is needed as a teaching material that has a learning-by-play concept that can be used in Pembelajaran Tatap Muka (PTM) in order to increase students'

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interest in learning Geography, namely with the game MONAGEN (Monopoly of Exogenous Energy) which is expected that students will be more active, creative, innovative, effective, and fun so that it can expand students' interest in participating in Geography learning rather than students just sitting sweetly listening to the teacher's lecture.

The above problems, this is what make researchers interested in conducting research with the title " The Influence of MONAGEN Games (Monopoly of Exogenous Power) on Students' Learning Interests Class X IPS SMAN 12 Jakarta."

Literature Review

Interest is a strong desire of oneself to do something or activity in the absence of coercion from others. Interest slowly continues to develop and settle in each individual to gain experience from the interaction of the environment with the outside world, both through practice and learning. Interest in learning is obtained from within the individual, namely in the form of social motivations and emotional impulses. The characteristics of interest in learning, namely: 1) Have a great interest and attention during learning, 2) Have their own satisfaction with what is in demand, 3) Actively participate in learning, and 4) Interest in learning that is influenced by culture and the surrounding environment. So that good achievements will be obtained when students have an interest in learning. The following are indicators of interest in learning, namely: 1) Feelings of pleasure, 2) Attention, 3) Interest, and 4) Student engagement. (Darmawan & Muhroji, 2015)

Media is the equipment and supplies used by the communicator in conveying his ideas or ideas to the communicant while learning is an effort made by a teacher or teacher to make someone learner or student become learning so that the learning process that takes place. communicants, that is, learners or students. (Miftah, 2013) The functions of learning media, namely: 1) Increasing effectiveness and efficiency in learning, 2) Stimulating student curiosity, 3) Increasing interest and motivation in learning, 3) Streamlining the communication process in learning, and 4) Improving the quality of learning. While the benefits of learning media, namely: streamlining words so that learning becomes more diverse, information on teaching materials can be communicated well and can increase students' interest and motivation to learn so as to achieve the desired learning objectives. (Prayogo, 2017)

A game is an activity that can cause fun for those who play it. Games in learning can be designed as needed which aims to make it easier for students to understand the learning material which of course will also make students active and interactive during learning. According to (Sadiman, 2008), Educational media in the form of games has several advantages, namely as follows: 1) Attracting students' attention and interest in the learning material delivered by the teacher, 2) Allowing students to be active and interactive during learning, 3) Providing direct feedback, 4) Applying for concepts and roles directly, 5) Games are broad which means they can be used for various educational purposes by changing a little tool, rules and problems are adjusted to the desired needs, and 6) Easy to make and reproduce. (Prayogo, 2017)

According to (Amalia, 2020), monopoly games are one of the learning media carried out by playing that can stimulate student activity and enthusiasm in learning so that it can

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cause interesting learning activities. According to (Trinovitasari, 2015), monopoly games as an attractively designed learning medium can facilitate and improve the quality of learning, increase student motivation and interest in learning, and support individual learning according to student abilities. According to (Yulaini, 2015), Monopoly games with attractive designs in learning can create a fun learning atmosphere so that students can be motivated in following learning.

MONAGEN or Exogenous Energy Monopoly is a geography learning medium packaged in a monopoly game. This game is almost the same as monopoly games in general, but this game prioritizes education, that is, each player must be ready to answer questions and read out geographical materials about the exogenous energy provided in this game and the wealth system in this monopoly does not use currency but uses points. MONAGEN game requires the intelligence, decisiveness, accuracy, and dexterity of the players in answering questions, reading out the materials that have been provided, and collecting as many points as possible. until finally one of them becomes an absolute winner or is called a MONOPOLIST.

Picture 1

MONAGEN Game Design

MONAGEN game can be played by 5 people consisting of 1 supervisor and a maximum of 4 players. The game starts from a box that says "let's get started!!!", and goes clockwise using the dice eyes that each player shakes. The player who stops at the Question Card tile, will pick up the Question Card and be asked to answer the question. Players who succeed in question cards will earn points while players who do not successfully answer will return the Question Cards to the very bottom. Points have been specified in the Question Card. The supervisor will read out and discuss the correct answer when the player has attempted to answer the question. Swaths of Question Cards, Smart Cards, Opportunity Cards, and Punishment Cards give players a chance when picking up cards that are already available,

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and must obey the instructions and answer the questions on top of the cards. If the player cannot answer the question in the Question Card, then the question card is forfeited and the player cannot get points from the forfeited question card. The division of points is adjusted to the level of questions that can be answered, which are as follows: 1. Easy questions = Level 1 = 2 points, 2. Medium questions = Level 2 = 4 points, 3. Difficult questions = Level 3 = 6 points, and 4. Bonus questions = 6 points.

Players who get Smart Cards then players must read out the material on the Smart Card in their group of friends. The player who stops at the Opportunity Card box, will pick up the Opportunity Card and can use the card if needed. It can also be saved or sold with points on the Question Card desired by the player without having to answer it. The player who stops at the Punishment tile, will take the Punishment Card and execute the punishment contained in the card. Players who stop at the prison plot must be imprisoned until they get the eyes of the dice 12 or wait for 3 rounds of dice rolls and the pawns return to the plot "Let's Get Started!!". The game ends when all the Question Cards have been owned by the player or if it has reached 30 minutes or one of the players has surrounded the "Let's Start!!" tile for 3 rounds. The player with the highest point will be the winner.

Methodology

This study aims to determine the influence of MONAGEN games on the learning interest of class X IPS of SMAN 12 Jakarta. The study was conducted in SMAN 12 Jakarta addressed at Jl. Pertanian No.9, RW.1, Klender, Kec. Duren Sawit, Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta (13470). The research time was carried out from December 2021 to April 2022.

This study uses an experimental research method with the form of design used is Quasi-Experimental Design Nonequivalent Control Group Design which aims to find the influence of certain treatments or treatments on subjects investigated under controlled conditions by comparing one or more groups given treatment (experimental class) with one comparison group that was not given treatment (control class) and was not randomly selected. (Sugiyono, 2008)

In the experimental class, treatment will be given in the form of MONAGEN games while in the control class, treatment will be given in the form of PowerPoint. The following is an image of the form of Nonequivalent Control Group Design according to (Sugiyono, 2008) as follows:

Picture 2

Nonequivalent Control Group Design

O_1	X	O_2
O_3		O_4

Description

O_1 = Class of experiments before being given treatment (pre-test)
O_2 = Class of experiments after being given treatment (post-test)
O_3 = Control class before treatment (pre-test)
O_4 = Control class after treatment (post-test)

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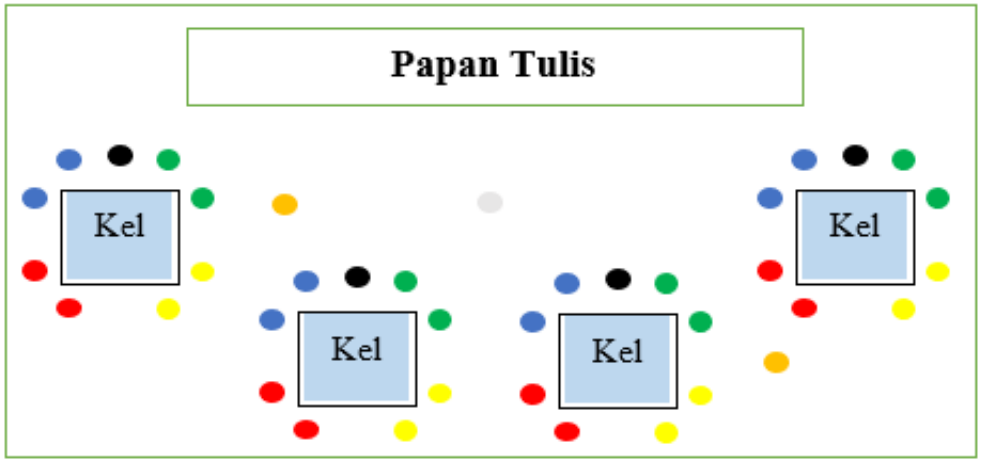
X = Treatment or Treatment (use of MONAGEN game)

The population in this study was the entire class X IPS of SMAN 12 Jakarta which amounted to 108 students with the selection of samples using Purposive Sampling which was based on students' learning interests that were somewhat lacking in learning Geography at SMAN 12 Jakarta. The division of playgroups in the experimental class into 4 MONAGEN groups totaling 4 games with their divisions, namely groups 1 and 2 (absences 1 to 18) and groups 3 and 4 (absences 19 to 36) where each monagen game group can be played by 4 groups of pawns consisting of groups of red pawns, groups of blue pawns, groups of yellow pawns, and the group of green pawns of 2 students and 1 player each acts as the supervisor of the game with a total of 9 players in one game.

So that the number of samples obtained in class X IPS 3 as an experimental class amounted to 36 students consisting of 32 students as players, and 4 students became supervisors who assisted the teacher in supervising the course of the game while in class X IPS 1 as a control class there were 36 students as a comparison with the experimental class. However, because there were 33 people present in class X IPS 3 the number of students who played was 27 students, as many as 4 people became judges, and 2 students helped researchers in documenting while the number of students present in class X IPS 1 was 34 students.

Picture 3

Technical Implementation of MONAGEN Games at the time of PTMT 100% in the Experimental class



Description

= MONAGEN Group
= Red Pawn Group
= Supervisor
= Yellow Pawn Group
= Observer
= Green Pawn Group
= Geography Teacher
= Blue Pawn Group

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In this study, the instrument used by the researchers was to use a questionnaire in the form of a questionnaire on student learning interest (pre-test), the effect of the use of MONAGEN on student learning interest (post-test), and the effect of using PowerPoint use of student learning interest (post-test) using Likert scale indicators with 5 alternative answers (Sugiyono, 2008), namely: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Bad, and 1 = Very Bad supported by the observation sheet of student learning interest by using the Guttman scale whose alternative answer consists of 1 = Yes and 0 = No, and documentation.

Student learning interest questionnaire instruments (Pre-Test and Post-Test) and student learning interest observation sheets using student learning interest indicators based on (Darmawan & Muhroji, 2015) which can be seen in the table below:

Table 1

Student Learning Interest Instrument Grid (Pre-Test) and (Post-Test)

No	Indicators	Number of Statments	Item Number
1	Feelings of pleasure	3	1, 2, 3
2	Attention	5	4, 5, 6, 7, 8
3	Interest	4	9, 10, 11, 12
4	Student engagement	3	13, 14, 15

Source: (Darmawan & Muhoriji, 2015)

Table 2

Student Interest Observation Sheet Grid

No	Indicators	Number of Statements	Item Number
1	Feelings of pleasure	2	A, B
2	Attention	2	C, D
3	Interest	2	E, F
4	Student engagement	2	G, H

Source: (Darmawan & Muhroji, 2015)

The instrument trial in this study used a validity test that used the Product Moment correlation coefficient formula to measure the validity of statements on the instrument and a reliability test that used the Cronbach alpha formula to measure the consistency of the instrument.

The analysis technique in this study uses descriptive and inferential quantitative. Descriptive quantitative data analysis techniques are used to determine students' learning interests (pre-test) and (post-test) after being given treatment both in class X IPS 3 (experimental class) and class X IPS 1 (control class based on questionnaires that have been filled out by students through Google Form using Likert scale calculations and equipped with student learning interest observation sheets carried out by researchers and fellow researchers in observing students directly.

The following are the assessment criteria as follows:

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Table 3

Criteria for Student Learning Interest Outcomes (Pre-Test) and (Post-Test)

Percentage (%)	Category
80% - 100%	Excellent
60% - 79,9%	Very Good
40% - 59,9%	Good
20% - 39,9%	Bad
0% - 19,9%	Very Bad

(Marinda, 2017)

Table 4

Criteria for Student Learning Interest Observation Sheet Results

Percentage (%)	Category
$81 \leq x \leq 100$	Excellent
$61 \leq x \leq 80$	Very Good
$41 \leq x \leq 60$	Good
$21 \leq x \leq 40$	Bad
$x \leq 20$	Very Bad

(Arikunto, 2009) in (Irawati, 2018)

Inferential data analysis techniques are used to determine whether there is an influence of differences between the average data results before and after treatment using the Independent Sample T-test with the level of Sig. (0.05) or 5% which previously used the prerequisite analysis test in the form of a normality test with the Kolmogorov-Smirnov formula to find out whether the data were distributed normally or not and a homogeneity test with the Levene Test formula to find out whether the data was homogeneous or not with the help of SPSS 25 version software. The decision-making guidelines in the Independent Sample T-Test are as follows:

1. If, the Value of Sig. > 0,05, then H0 is accepted
2. If, the Value of Sig. < 0,05, then H0 is rejected and HA is accepted

Findings & Discussion

1. Expert Validation by PUDAK Scientific

Picture 4

MONAGEN Game Validation by PUDAK Scientific on Zoom

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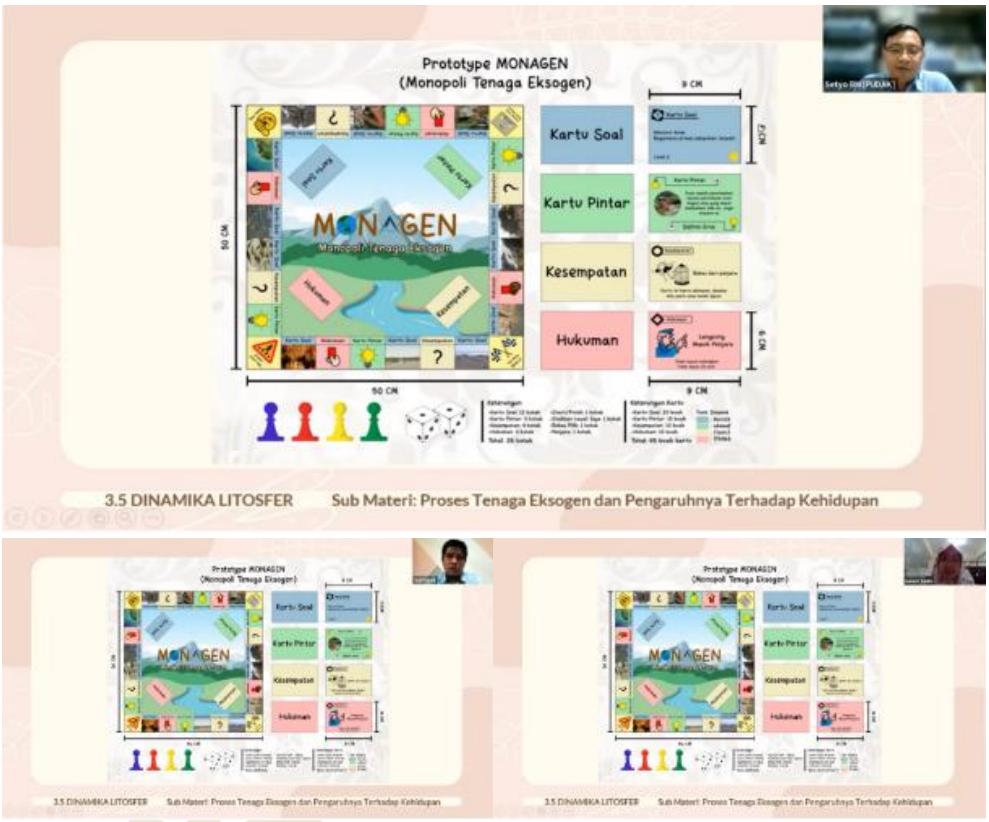

Source: (Researcher, 2022)

Based on picture 4, this study conducts expert validation by PUDAK Scientific which is a national company engaged in the manufacturing industry of educational props and laboratory equipment that meets the requirements of international quality standards for schools, universities, and job training centers. Validation was carried out on December 14 to 28, 2021, there were 3x meetings with Zoom with 3 people, namely: Mr. Setyo Budi Mulyono, Mrs. Susanti, and Mr. Tedi Trikoni who stated that the MONAGEN game design was interesting and worthy of being used as a medium for learning Geography.

2. Instrument Validity and Reliability Test

A. Validity Test

The following is the data from the instrument validity test in this study:

Table 5

Results of the Validity Test of Student Learning Interest Instruments (Pre-Test)

No	r count	r table	Result
1	0,607	0,361	Valid
2	0,461	0,361	Valid
3	0,397	0,361	Valid
4	0,502	0,361	Valid
5	0,613	0,361	Valid
6	0,443	0,361	Valid
7	0,624	0,361	Valid

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8	0,525	0,361	Valid
9	0,678	0,361	Valid
10	0,687	0,361	Valid
11	0,595	0,361	Valid
12	0,688	0,361	Valid
13	0,512	0,361	Valid
14	0,707	0,361	Valid
15	0,439	0,361	Valid

Source: (Researcher, 2022)

Table 6

Instrument Validity Test Results Influence the Use of MONAGEN Games on Student Learning Interests (Post-Test)

No	r count	r table	Result
1	0,607	0,361	Valid
2	0,461	0,361	Valid
3	0,397	0,361	Valid
4	0,502	0,361	Valid
5	0,613	0,361	Valid
6	0,443	0,361	Valid
7	0,624	0,361	Valid
8	0,525	0,361	Valid
9	0,678	0,361	Valid
10	0,687	0,361	Valid
11	0,595	0,361	Valid
12	0,688	0,361	Valid
13	0,512	0,361	Valid
14	0,707	0,361	Valid
15	0,439	0,361	Valid

Source: (Researcher, 2022)

Table 7

Instrument Validity Test Results The Effect of Using PowerPoint on Student Learning Interest (Post-Test)

No	r count	r table	Result
1	0,744	0,361	Valid
2	0,704	0,361	Valid
3	0,656	0,361	Valid
4	0,678	0,361	Valid
5	0,789	0,361	Valid

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6	0,713	0,361	Valid
7	0,621	0,361	Valid
8	0,694	0,361	Valid
9	0,698	0,361	Valid
10	0,577	0,361	Valid
11	0,641	0,361	Valid
12	0,759	0,361	Valid
13	0,500	0,361	Valid
14	0,641	0,361	Valid
15	0,569	0,361	Valid

Source: (Researcher, 2022)

Based on table 5 to table 7, it can be seen that the test of the validity of instruments that have a total of 30 respondents with each instrument having a statement of 15 points found that. Using the Product Moment correlation formula, the table r value obtained is calculated r value > table r (0.361) so that all instruments used are declared valid and can be used for further research.

B. Reliability Test

The following is the data from the instrument reliability test in this study:

Table 8
Reliability Test Results

No	Count Value Cronbach's Alpha	Criteria Value Cronbach's Alpha	Information	Conclusion
1	0,842	0,00 - 0,20 >0,20 - 0,40	Very Low Low	Very High
2	0,912	>0,40 - 0,60	Moderate	Very High
3	0,904	>0,60 - 0,80 >0,80 - 1,00	High Very High	Very High

Source: (Researcher, 2022)

Based on table 8, Cronbach's Alpha calculated values of 0.842, 0.912, and 0.904 were obtained. Based on the criteria for the value of Cronbach's Alpha *) according to (Sugiyono, 2008) (Fandani, 2022), the research instrument is in the range of 0.80 – 1.00 so it is declared very reliable with a very high level.

C. Students' Interest in Learning in Class X Social Studies SMAN 12 Jakarta

Based on the data from the student learning interest questionnaire instruments (Pre-test) and (Post-Test) in table 9, it can be seen that student learning interest (Pre-Test) in class X IPS 3 as an experimental class with the number of students present, namely 33 out of 36 students and in class X IPS 1 as a control class with the number

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of students present, namely 34 out of 36 students have the category "Very Good" with a percentage of 73%.

After being given treatment in the form of MONAGEN games in the experimental class and PowerPoint in the control class, there was an increase in student interest in learning, namely in class X IPS 3 to 82% with the category "Excellent" and in X IPS 1 to 76% with the category "Very Good" which means that the results of student interest in the experimental class are 6% superior to the control class.

Table 9

Pre-Test and Post-Test Results of Experimental Class and Control Class

	Experimental Class		**Control Class**	
	Pre-Test	***Post-Test***	***Pre-Test***	***Post-Test***
Percentage	73%	82%	73%	76%
Category	Very Good	Excellent	Very Good	Very Good

Source: (Researcher, 2022)

Based on observations of student learning interests conducted in class X IPS 3 as an experimental class on Monday, April 18, 2022, and class X IPS 1 as a control class on Wednesday, April 13, 2022, it was found that the difference between the two classes was the enthusiasm and activeness of students while participating in the learning. The following is an observation of students' learning interest in the experimental class which can be seen in the picture below:

Picture 5

Learning Activities Using MONAGEN Games in Experimental Classes

Source: (Researcher, 2022)

Based on picture 5, it can be seen that all students in class X IPS 3 an experimental class attended by 33 out of 36 students are very enthusiastic and enthusiastic in participating in geography learning using MONAGEN games, such as

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responding to Question Card questions and reading out material from Smart Cards. MONAGEN games are played by 4 groups with groups 1 and 2 (absences 1 to 18) and groups 3 and 4 (absences 19 to 36) consisting of 8 people (7 players and 1 judge) in each group totaling 31 students (27 players and 4 judges) playing in the MONAGEN game and 2 students assisting researchers in conducting documentation.

Table 10

MONAGEN Group Points Earned

	Red	Yellow	Blue	Green
Group 1	0 points	0 points	0 points	12 points
Group 2	-	16 points	20 points	50 points
Group 3	18 points	20 points	42 points	32 points
Group 4	20 points	16 points	18 points	10 points

Source: (Researcher, 2022)

Based on table 10, proves that all students are enthusiastic and active in participating in learning in experimental classes by earning points in the MONAGEN group found their highest points in the green pawns in group 2, which was 50 points while the lowest scores were in the red and yellow pawns in group 1, which was 0 points.

Meanwhile, the observation of students' interest in learning in the control class can be seen in the following picture:

Picture 6

Learning Activities using PowerPoint in The Control Classroom

Source: (Researcher, 2022)

Based on figure 6, it can be seen that in the use of PowerPoint in learning that is usually used by teachers in teaching, only a few students are enthusiastic and active during learning, such as some students who do not concentrate during learning and there are 5 students who actively have discussions during learning. The number of students present in the control class was 34 out of 36 students.

The following is data from the observation of the experimental class and the control class in this study can be seen in the following table

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Table 11

Results of Observations of Student Learning Interests in Experimental Classes and Control Classes

	Experimental Class	Control Class
Percentage	89,01%	43,01%
Category	Excellent	Good

Source: (Researcher, 2022)

Based on table 11, a significant difference in student learning interest results was obtained, namely: the experimental class found a percentage of 89.01% with the category "Excellent" while in the control class found a percentage of 46.01% with the category "Good" which means that student interest in the experimental class was 46% superior to the student's interest in learning in the control class.

D. Test Data Analysis Prerequisites

a. Normality Test

The following is data from the normality test in this study can be seen in the following table:

Table 12

Normality Test

Data Type	Sig. Value	Reference	Concluse
Pre-Test Experimental Class	0,200	0,05	Normal
Post-Test Experimental Class	0,200	0,05	Normal
Pre-Test Control Class	0,076	0,05	Normal
Post-Test Control Class	0,200	0,05	Normal

Source: (Researcher, 2022)

Based on table 12, it is obtained that the Sig. value of the four data is 0.200 for the Experimental Class Pre-Test, 0.200 for the Experimental Class Post-Test, 0.076 for the Control Class Pre-Test, and 0.200 for the Control Class Post-Test which can be concluded that all data are normally distributed because of the Sig. value exceeds the reference value, which is 0.05.

b. Homogeneity Test

The following is data from the homogeneity test in this study can be seen in the following table:

Table 13

Homogeneity Test

Data Type	Sig. Value (Based On Mean)	Reference	Concluse
Student Interest in	0,869	0,05	Homogeneou

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Learning	s

Source: (Researcher, 2022)

Based on table 13, a Sig. (Based On Mean) value of 0.869 was obtained so that the data was concluded to be homogeneous because it had a Sig value greater than 0.05

E. Test Data Analysis

a. Independent Sample T-Test

The following is data from the Independent Sample T-Test test results can be seen in the following table:

Table 14. Independent Sample T-Test

Data Type	Sig. Value	Reference	Concluse
Student Interest in Learning	0,025	0,05	Significant

Source: (Researcher, 2022)

Based on table 14, a significance level value (Sig.) of 0.025 < 0.05 is obtained, then H0 is rejected and HA is accepted. This means that there is a significant difference between the post-test results of the experimental class and the post-test results of the control class and there is an influence of learning media using the MONAGEN game on students' learning interest in geography subjects.

Equipped with the results of student learning interests obtained from student learning interest questionnaires (Pre-Test) and (Post-Test) as well as observations of student learning interests in experimental classes and control classes researchers succeeded in proving a hypothesis that states "There is an influence of MONAGEN games on student learning interests in class X IPS SMAN 12 Jakarta"

F. Research Limitations

The following are the limitations in this study:

1) The changing learning conditions due to the Covid-19 pandemic which caused data collection should have been carried out in mid-February 2022, however, due to the Covid-19 pandemic began to decline in early April so that data collection could be carried out in mid-April 2022 and researchers took a pre-test and post-test questionnaire data taken after completing online learning using Google Form and observation sheets of student learning interest observations carried out directly in the classroom due to the limited time given during the learning.
2) MONAGEN game which should be played by 5 people consisting of 4 players and 1 judge in each group. However, due to time constraints, the game was played

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by 8 people consisting of 7 people and 1 judge in groups 1, 3. And 4 while for group 2 it is played by 7 people consisting of 6 players and 1 judge.

3) The duration of teacher and student learning activities at 100% PTM is very limited to only 70 minutes so researchers must arrange a short time so that all stages of learning activities are achieved.

G. Advantages of Research

The following are the advantages of this study, namely:

1) Data collection is carried out using observation sheets, notes in the field, questionnaires, and documentation so that the data obtained is more objective.
2) This study links learning activities with learning methods while playing with the appearance of an attractive MONAGEN game design to make students more excited and not bored when learning takes place.

Conclusion

There are significant differences in both questionnaires and observation results in experimental classes and control classes, namely: The percentage of student learning interest based on the results of questionnaires in class X IPS 3 (Experimental Class) which was previously 73% with the category "Excellent" to 82% with the category "Very Good" while in class X IPS 1 (Control Class) which was previously 73% with the category "Very Good" to 76% with the category "Very Good" and based on the results of observations in class X IPS 3 got a percentage of 89.01% with the category "Excellent" while in class X IPS 1 got a percentage of 43.01% with the category "Good"

Based on the results of the Independent Sample T-Test that has been analyzed, it is emphasized that learning media using the MONAGEN game has a positive influence on students' learning interest in Geography subjects in class X IPS at SMAN 12 Jakarta.

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