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FEASIBILITY OF EDUCATIONAL MEDIA FOR THE DEVELOPMENT OF TODDLERS WITH MONOPOLY GAME

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ABSTRACT

This research was carried out on stimulation, detection and early intervention education for the development of toddlers with monopoly game media. Aims to provide knowledge about developmental disorders early. One of the efforts to optimize children's health services is through initial screening for growth and development disorders and is carried out in a coordinated manner in the form of partnerships between parents, caregivers, other family members, cadres, professional organizations, non-governmental organizations and health workers. Various media have been used in providing education, including whatsapp groups, sensory play kits, android-based toddler growth and development care, modules, simulation games, booklets, leaflets, but there are still children who experience growth and development disorders. The sample in this study was parents in the Baturraden sub-district area of Banyumas Regency as many as 30 people, using incidental sampling. This research is research and development, referring to the Instructional Design research and development model with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) approach. Validation of material experts is carried out by pediatricians, health promotion lecturers and health center midwives. Product implementation is parents of toddlers. Conclusion: educational media for stimulation, detection and early intervention of toddler development with monopoly game media was declared feasible by experts.

Keywords:Development; Monopoly Game; Stimulation;Toddlers.

INTRODUCTION

Knowledge about early developmental disorders is very necessary so that treatment can be done as early as possible so that toddlers can grow and develop optimally (Azzahri et al., 2021). Early Growth and Development Stimulation, Detection, and Intervention (SDIDTK) is a government effort to reduce infant and toddler mortality rates. Furthermore, the age group under five requires special attention. One effort to optimize child health services is through early screening for growth and developmental disorders conducted by midwives (Nuraeni et al., 2020).Midwives, health cadres, PAUD/TK teachers, have an important role in determining the success of the SDIDTK program (Dahliana et al., 2023). So far, this program has been implemented by midwives at integrated health post (Posyandu) activities. However, given the large number of targets, midwives need the involvement of cadres to carry out their duties (Azzahri et al., 2021). Activities to spot changes in young children need to be done together with a team effort. This team includes the family, like parents and caregivers, the community such as local groups and professionals, and experts in the field (Rangkuti WFS, 2022). Research shows that there is an influence of growth and development stimulation education on parents' ability to detect the growth and development of children aged 0-5 years early (Abidah SN & H, 2020). Parental knowledge about growth and development is very important for the child's development process, so that optimal growth and development can be achieved by providing stimulation, so that early intervention and referral for toddler development can be carried out quickly if deviations are found (Yanti et al., 2020). Providing stimulation is one of the factors that can influence motor development, so that with targeted and regular stimulation,

development will be faster compared to children who receive less stimulation (Marwasariaty et al., 2019).Different types of media are used to teach about encouraging, spotting early signs, and helping toddlers grow and develop. Health education via WhatsApp groups can increase respondents' knowledge about early detection of emotional behavioral disorders in preschool children (Nuliana et al., 2021). There is an influence of sensory play kit education on the knowledge of mothers of stunted children about child development stimuli with a result of 0.018 (Maulida et al., 2023). There is an influence of the use of Android-based educational media for toddler growth and development (Pekke Madising) on increasing maternal knowledge p-Value < 0.001 (Wulansari, 2022). The Module Media is effective in improving maternal attitudes in providing developmental stimulation to children aged 36-48 months (Aprianti, 2022). There is an influence of providing counseling using the simulation game method on the level of mothers' knowledge about stunting p-value 0,000 (Hermawati & Sastrawan, 2021). There is an influence of health education using booklet media on knowledge (Saputri et al., 2021).Early detection of child growth and development is important because the earlier developmental issues are identified, the quicker they can be addressed and the better the outcomes. Stimulation is a crucial factor in growth and development because, when administered intensively and appropriately for the child's age, it can maximize development (Khairunnisa et al., 2022). Early detection of child growth and development involves trained SDIDTK health workers, trained health cadres, parents, early childhood education educators, BKB officers,TPA officers, and kindergarten teachers (Kemenkes RI, 2022). Parents are often unaware of how to conduct early detection of growth and development and have not provided sufficient stimulation for their children at home. This can result in parents being late in recognizing their child's growth and developmental disorders. Because parents are unaware of the importance of SDIDTK screening in detecting growth and developmental disorders, most parents complain about the lengthy process. Parents then prefer to take their children home without undergoing SDIDTK screening (Khairunnisa et al., 2022).

Some parents lack the ability to detect early child development due to their lack of knowledge about the methods and importance of providing early stimulation. Providing education on child development stimulation can improve parents' ability to provide early stimulation, which will have positive impacts such as improving children's language and memory development, school readiness, and helping children maximize their potential in life (Abidah SN & H, 2020).

Promotive and preventive efforts are needed in providing education on stimulating toddler development, one of which is health education using various media, including flashcards, booklets, developmental stimulation fans, health counseling, leaflets, modules, KIA books, videos, flipcharts, games, videos, flipcharts. Health education that uses booklets has an impact on what people know, how they feel, and what they do about helping preschool kids grow and develop at the Lubuk Buaya Community Health Center in Padang City(Saputri et al., 2021). The average family independence score was very good in the health education intervention group using booklets and the SDIDTK application because it showed the highest increase, so it is recommended to use booklets + the SDIDTK application for health education related to stimulation, detection, and intervention of growth and development in toddlers (Marwasariaty et al., 2019). There is an effect of education using booklets on mothers' perceptions about stimulation of growth and development in children aged 0-12 months at the Animha Integrated Health Post (Posyandu) in the Rimba Jaya Community Health Center, Merauke (Demo et al., 2021). There is a relationship between the use of developmental stimulation fans in mothers with authoritarian, permissive, and authoritative parenting styles towards monitoring child growth and development with a p-value of > 0.000.5. The use of stimulation fans should be implemented in PAUD/TK schools carried out by teachers with prior counseling (Fitria et al., 2020). There is an effect of counseling on mothers' knowledge about developmental stimulation for children aged 3-5 years at the Sakura Integrated Health Post

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(Posyandu), Gunung Mas Village, South Teluk Betung, Lampung, so it is hoped that parents will increase their knowledge about child developmental stimulation by attending health counseling or accessing print and electronic media (Neneng Sitti Lathifah, 2018). The upcoming materials include brochures and guides about how mothers should act, with a p-value of less than 0.05. It is expected that the Ikur Koto Health Center, particularly during Posyandu events, will use these guidebooks to offer health education (Aprianti, 2022). Other media are in the form of stop-motion animation videos and the technique used is the paper cut technique. The animation illustrates various types of stimulation that can be given to children as recommended by the Indonesian Ministry of Health. The approach taken for this design is the Research and Development method. The framework applied here is the 4-D model, which includes four parts: Define, Design, Develop, and Disseminate. However, in this design study, only the Define and Design parts were utilized. The design stages are: collecting and summarizing the obtained material,creating a stop-motion design concept, sketching and storyboarding, the stop-motion shooting process, editing, and finalization (Amirullah et al., 2021). The average understanding of mothers changed before and after they learned from videos and KIA books. There was a difference between the use of video media and KIA books on the level of knowledge of pregnant women about growth and development stimulation (Wulansari, 2022). Subsequent research examined the effect of health education using flipchart media on increasing parental knowledge with a p value of 0.005 (α = 0.05) (Khayati et al., 2019).

Research shows that respondents experienced improved skills after being educated using flashcards. Gathering the mothers of infants who participated in this study in one place and on the same forum, providing education using flashcards, can be a stimulus for mothers in stimulating their babies' development, as they can learn and observe each other together. This can certainly motivate mothers, especially primiparous mothers, to channel their love, nurturing, and care needs, especially for their babies' developmental stimulation needs (Aida & Mansur, 2019).

Research shows that in providing child development stimulation using leaflet media, there are still children who experience developmental disorders so that using module media is effective in improving mothers' attitudes in providing developmental stimulation to children aged 36-48 months (Aprianti, 2022).

Another medium used to help improve the skills of parents of infants and toddlers in monitoring and assessing their development is the Baby Watchbook, a book containing images, tables, and information on how to monitor infant and toddler development. After statistical testing using the Wilcoxon test, a significant p-value of 0.009 <0.05 was obtained. Therefore, health education using the Baby Watchbook has an effect on mothers' skills in assessing the development of infants aged 3 to 6 months (Saudia & Handayani, 2022).

Another educational medium that can be used to increase mothers' knowledge about stimulating child growth and development is through educational games. The method used is socialization and counseling on child growth and development stimulation interventions, along with the creation of educational game applications. Results show an increase in the knowledge of Posyandu (integrated health post) cadres for toddlers about stimulating child growth and development through educational game applications (Harsono et al., 2023). Other research has shown that simulation games are an effective method for increasing mothers' knowledge about stunting (Hermawati & Sastrawan, 2021). Many early childhood development interventions aimed at changing parenting practices appear to be effective in improving child development (Wang et al., 2024).

METHOD

The way the research was conducted is through the research and development method, using the ADDIE approach which stands for Analysis, Design, Development, Implementation, and Evaluation.The sample in this study was 30 parents of toddlers in the Baturraden sub-district, namely Pertiwi Karangmangu Kindergarten and

Tunas Harapan Early Childhood Education Center. The sampling technique used was incidental sampling, a research technique conducted by chance.The data collection used in this study was using a questionnaire.

Researchers carry out the following stages:

1. Analysis: This research was conducted to find out what kind of educational media already exists in the field. Includes (a) Field studies to find out the educational media used by parents for stimulation, detection and early intervention of toddler development and what impact the media has had on stimulating, detecting and early intervention of toddler development. (b) Research is done to gather results and other details that are important for creating the new product.
2. Design: Product design activities according to what is needed with media design activities in the form of stimulation products, detection and early intervention of toddler development with educational media of monopoly games that will be developed, namely by formulating steps, design, content, materials used and suitability with stimulation materials, detection and early intervention of toddler development.
3. Development: Product creation and testing activities. After the product, designed to stimulate, detect, and intervene early in toddler development using the Monopoly game educational media, is created, it is then tested by experts. The results of the product testing will lead to improvements in materials, media, and other aspects.
4. Implementation: This is an activity using the product in the form of stimulation, detection, and early intervention in toddler development using the Monopoly game educational media for research subjects, in this case, parents. This step is a limited product test by collecting parental responses to the usefulness of the product being developed.
5. Evaluation: The activity of assessing whether each step of the activity and the product that has been made is in accordance with the specifications or not.

The researcher obtained ethical clearance from the ethics committee at the Poltekkes Kemenkes Semarang No. 992/EA/F.XXIII.38/2025.

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RESULTS

The development results in this research consist of analysis, design, development, implementation, and evaluation.

1. Analysis: Based on the results of literature studies, the educational media used for stimulation, detection and early intervention of toddler development so far are flashcards, leaflets, baby watchbooks, educational games, snakes and ladders simulation games.
2. Design: The activity of designing educational media in the form of monopoly products used for stimulation, detection and early intervention of toddler development thatwill be developed consists of product design, use of materials and the suitability of educational materials regarding the concept of stimulating toddler development.
3. Development: After the product stimulation, detection and early intervention of toddler development with educational media snakes and ladders game was made, it was then tested by experts consisting of pediatricians, health promotion lecturers and midwives. Based on the results of the product testing, there were inputs from pediatricians, namely, first, the content of the stimulation and intervention material on each card could be added sources, from which book and which page, so that parents could read the book. Second, input would be better if some cards were not only questions or statements read but also asked parents to demonstrate (for example: playing peekaboo…, etc.). Third, material related to the rules of gadget/screen time use in children could be included, this is in the SDIDTK book and so that parents always remember and pay more attention to the impact of gadgets on child development. Comments from health promotion lecturers were "this media is good and good as a means of promoting toddler health development". Meanwhile, comments from experts were "very good as a fun educational media" in addition to suggestions that it can be further developed into an educational tool for

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other program targets such as pregnant women, etc.

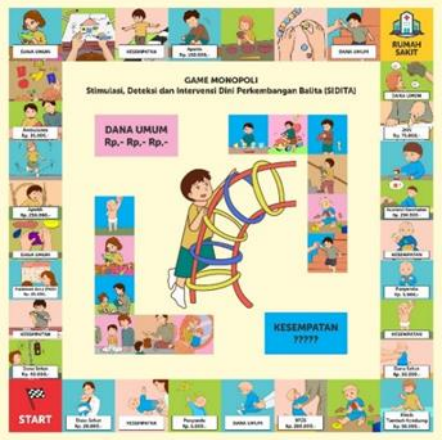

Figure 1. Monopoly Game: Stimulation, Early Detection and Intervention of Toddler Development

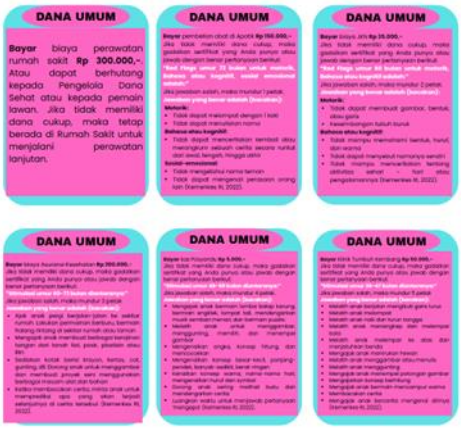

Figure 2. Information Card for Stimulation, Detection and Early Intervention of Toddler Development in the form of a General Fund

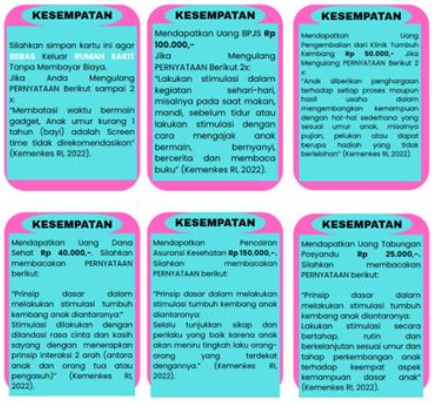

Figure 3. Information Card for Stimulation, Detection and Early Intervention of Toddler Development in the form of an Opportunity Card

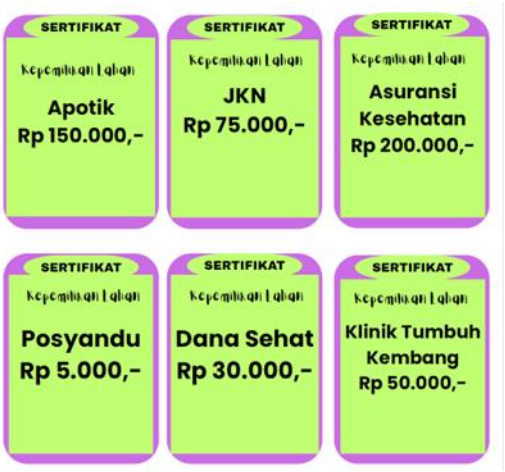

Figure 4. Land Ownership Certificate

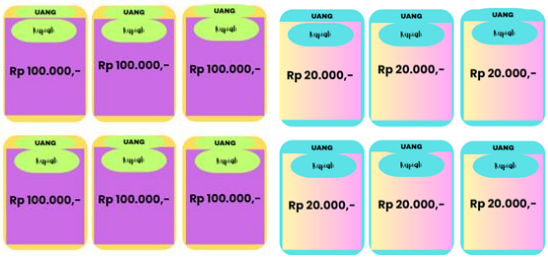

Figure 5. Monopoly Game Money

Based on the validation results of material experts, namely pediatricians, lecturers in neonatal and infant midwifery care and community health center midwives, the following results were obtained:

Table 1 Material Expert Validation

Variables	Average score	Percentage (%)	N
The media used is in accordance with the material on stimulation, detection, early intervention in toddler development.	3.67	91.67	3
Media content at each developmental age has correct and appropriate concepts.	3.67	91.67	
Media can be used as a means of health promotion	3.67	91.67	
Media that is easy to apply for stimulation, detection, early intervention in toddler development	3.67	91.67	
The media is easy to operate and safe to use.	4	100	
Simple media	4	100	

Can be used as an alternative media in stimulation, detection, early intervention of toddler development	3.67	91.67
Material on stimulation, detection, early intervention of toddler development in easy-to-understand media	3.67	91.67
Display in innovative and attractive media	3.67	91.67
The concept of writing in the media is clear and easy to read	3.67	91.67

Validation is conducted by experts observing and assessing the created media. The experts provide input and suggestions regarding the appearance and material, ensuring they meet the assessment indicators listed in the assessment instrument sheet. If the media is deemed unsuitable by the experts, the researchers make revisions based on the feedback provided.

The results of the expert validation analysis of the material in Table 1 illustrate that the media used are in accordance with the material on stimulation, detection, early intervention of toddler development, obtained an average score of 3.67 and a percentage of 91.67%. The media content at each developmental age has a correct and appropriate concept with an average score of 3.67 and a percentage of 91.67%. The media can be used as a means of health promotion, with an average score of 3.67 and a percentage of 91.67%. The media is easy to apply for stimulation, detection, early intervention of toddler development, with an average score of 3.67 and a percentage of 91.67%. The media is easy to operate and safe to use, with an average score of 4 and a percentage of 100%. Simple media, with an average score of 4 and a percentage of 100%. Can be used as an alternative media in stimulation, detection, early intervention of toddler development with an average score of 3.67 and a percentage of 91.67%. The material on stimulation, detection, and early intervention of toddler development in the media was easy to understand with an average score of 3.67 and a percentage of 91.67%. The presentation in the media was innovative and engaging with an average score of 3.67 and a percentage of 91.67%. The written concept in the media was clear and easy to read with an average score of 3.67 and a percentage of 91.67%.

4. Implementation: Monopoly game media for educational stimulation, detection and early intervention of toddler development was applied to 30 parents of toddlers.
5. Evaluation: Every step of the activity and product that has been made is in accordance with the specifications.

DISCUSSION

The media used corresponds to the material on stimulation, detection, and early intervention in toddler development, achieving an average score of 3.67 and a percentage of 91.67%. The high score achieved indicates that the selected media has strong relevance to the material and objectives of the SDIDTK program. The use of this media facilitates understanding of complex material to be more easily digested, thereby increasing the accessibility of information to a wider audience. The monopoly game on stimulation, detection, and early intervention in toddler development is considered highly relevant, effective, and applicable by users, both health workers and parents. The use of educational game media can create a more enjoyable, interactive, and non-monotonous learning atmosphere, making it easier to understand and remember the material presented. Educational game media such as monopoly on anemia can be used as an effective tool in the context of health education (Yosef Pandai Lolan, 2024). Educational games have also been shown to provide activity-based learning experiences that foster positive collaborative and competitive attitudes, and strengthen conceptual understanding. Educational games with an edutainment approach have been shown to be more effective in improving learning outcomes (Rizkyah, 2025). This is in accordance with constructivist learning theory, which emphasizes that participants absorb knowledge more easily when actively involved through direct experience.

Media content at each developmental age had correct and appropriate concepts, with an average score of 3.67 and a percentage of 91.67%. This means that the content in the media was deemed correct, appropriate, and appropriate to the child's

developmental needs. The appropriateness of content to the child's age is crucial because children's cognitive, affective, and psychomotor abilities develop gradually. If the material provided is appropriate to the child's developmental level, health messages will be easier to understand and internalize. Conversely, if it is not appropriate, the child will have difficulty receiving information and learning objectives will not be achieved. Learning is most effective when the material provided is appropriate to the child's cognitive developmental stage (Santrock, 2018).

Media can be used as a means of health promotion, with an average score of 3.67 and a percentage of 91.67%. Health promotion is an effort to increase awareness, knowledge, and change public behavior to adopt a healthy lifestyle. Educational media such as the health Monopoly game can convey health messages in a more engaging, interactive, and easy-to-understand way. With a play-while-learning approach, health information is not only passively received but also practiced within the context of the game.

The success of health promotion is influenced by the selection of appropriate, engaging media that aligns with the characteristics of the target audience. This educational game is more engaging and helps students understand the material better than conventional learning methods (Damayanti & Rahma, 2025). Media that can support the learning process optimally, one of which is media that is effective, interactive and interesting so that it can increase learning motivation (Khoirun Nisa, 2025). Health education can involve tools so that information can be conveyed, one of which is through game media (Bleich et al., 2023).

Media is easy to apply for stimulation, detection, early intervention of toddler development, with an average score of 3.67 and a percentage of 91.67%. Stimulation, detection, and early intervention are important strategies in monitoring child growth and development so that any delays can be immediately identified and addressed. Simple, interesting, and age-appropriate learning media are needed to help parents and healthworkers in implementing SDIDTK activities. The use of the health monopoly game as an educational medium has been proven to facilitate the process of conveying health messages. Through the game, parents can more easily understand the stages of child development, growth indicators that need to be considered, and stimulation actions that are appropriate for the toddler's age. This strengthens family involvement in monitoring child growth and development.

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CONCLUSION

Based on the results of research and discussion of the feasibility of educational media for stimulation, detection and early intervention of toddler development with monopoly game media, it was concluded that (a) The results of the development in this research consist of analysis, design, development, implementation, and evaluation. (b) Educational media for stimulation, detection and early intervention of toddler development with monopoly game media were declared feasible by experts.

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