



**Application of the Econoland Game on Economic Actors  
Material to Increase Student Learning Activities in Economics  
Subjects**

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**ABSTRACT**

Based on the research findings that have been conducted, there is significant evidence of increasing student learning activities in the context of implementing the Econoland Game. The research results showed that the first cycle experienced an increase of 62%, while the second cycle showed a greater increase, namely 82.85%. From these results, it can be concluded that the application of the Econoland Game has proven effective in increasing student learning activities, as time goes by and the use of the game increases. In addition, these findings also highlight the importance of enjoyable learning in an educational context, as it was found that students' learning motivation levels also increased significantly. Thus, this research provides a valuable contribution in understanding the importance of innovative and more entertaining learning approaches in improving student learning outcomes and motivation in educational environments.

**Keywords:**

Learning activities,  
learning media,  
Econoland Games

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*Received 01 November 2023, Revised 18 November 2023, Accepted 19 Desember 2023*

**A. Introduction**

Based on research results from Stanford University in 2017, Indonesia was ranked 1st in the world with its citizens being lazy. The average Indonesian population only walks 3,513 steps per day. In fact, to be healthy, health experts recommend that adults walk at least 10,000 steps every day. Active Healthy Kids Global Alliance (AHKGA), in collaboration with Sun Life, released Youth Physical Activity Report Cards which assess the physical activity levels of children and adolescents in a number of countries around the world. As a result, the physical activity level of teenagers in Indonesia received an F grade. An F grade means that only less than 20 percent of children aged 6-17 years in the country in question achieve at least an average of 60 minutes of physical activity per day. This figure is a recommendation from the World Health Organization (WHO) regarding daily physical activity requirements for

adolescents.

The inactivity of students at Madrasah Aliyah Negeri 5 Garut also reflects a similar phenomenon among Indonesian students. Based on preliminary studies, the majority of students tend not to participate actively during the learning process, choosing to listen more to explanations from teachers. Student participation in learning activities only reached 49.4%. This situation is an important factor that needs to be considered in the school environment, so it is necessary to develop learning models that encourage active student involvement.

Research conducted by Tshewang Dorji (2022), that by implementing games can improve learning outcomes, is in line with research conducted by Chanut Poondej (2016) that students like game-based learning, so that learning activities increase. Tri Jayanti Rukmana Ambarwati (2012) conducted research using the Snowball Throwing learning model, showing that students' level of active learning can be increased by applying the snowball throwing game technique in learning. Meanwhile, according to Made Eka (2020), it shows that there has been an increase in student activity and learning achievement after implementing the TGT learning model, this can be seen from the average learning activity.

Until now, many studies have been carried out on the application of games, but there are three things that are less directly related to learning activities. First, these studies focus more on the theoretical realm that discusses game concepts abstractly, without linking them specifically to increasing learning activities. Second, several studies support active learning by utilizing games, but rarely focus on increasing student involvement in the learning process. Third, some studies on the application of games tend to analyze limited study areas, often not exploring the impact of the game on learning activities as a whole. However, it should be noted that studies that specifically discuss the application of the Econoland Game in the context of increasing learning activities have never been carried out, this suggests that there is great potential to develop research related to the Econoland Game to encourage increased student involvement in the economic learning process.

The aim of this research is to analyze the application of the Econoland Game to economic actors material so that students' learning activities in economic subjects are more enjoyable, as well as to provide input and review for subject teachers to use the Econoland Game in economic actors material so that learning activities are more varied. It is hoped that this classroom action research can help teachers become more skilled in using innovative learning methods. Apart from that, this research will be useful for students to create interesting and enjoyable learning conditions so that students can increase their learning activities. It is also hoped that this research can make a contribution to improving learning in the classroom, improving the quality of the schools studied, and for other schools.

## **B. Theoretical Study**

### **1. Learning Activities**

Learning is basically a relatively permanent change in behavior that can be obtained, including through experience. Experience can take the form of interaction with the external environment and involve invisible processes. Therefore, someone who carries out learning activities and at the end of the activity has achieved changes in himself by having new experiences, then that individual has learned. As expressed ("S Nasution," 2017) Defines learning as changes in behavior, experience and training. So learning brings a change in the individual who learns. This change is not only about a number of experiences, knowledge, but also forms skills, habits, attitudes, understanding, interests, and personal adjustments. In this case, it covers all aspects of the organization or individual who is studying. Meanwhile, according to ('Supartinah, 2005) in the book "Children and Their Development," his opinions include: 1) Learning is a communication between children and their environment; 2) Learning

means experiencing; 3) Learning means doing; 4) Learning means a purposeful activity; 5) Learning requires motivation; 6) Learning requires readiness on the part of the child; 7) Learning is thinking and using thinking power; and 8) Learning is integrative."

In line with the opinions of these two experts, according to ("A.M Sadirman," 2011), in general there are three learning objectives, namely:

1. To gain knowledge. The results of learning activities can be marked by an increase in a person's thinking ability. So, apart from having new knowledge, the learning process will also make a person's thinking ability better. In this case, knowledge will improve a person's thinking ability, and vice versa, thinking ability will develop through the knowledge learned. In other words, knowledge and thinking skills are inseparable.
2. Instilling Concepts and Skills. Skills that every individual has are through a learning process. Cultivating concepts requires skills, both physical and spiritual skills. In this case, physical skills are individual abilities in appearance and movement that can be observed. This skill is related to technical matters or repetition. Meanwhile, spiritual skills tend to be more complex, because they are abstract. This skill is related to appreciation, way of thinking, and creativity in solving problems or creating a concept.
3. Forming Attitudes Learning activities can also shape a person's attitudes. In this case, the formation of students' mental attitudes will be closely related to the cultivation of values so as to foster awareness within them. In the process of developing students' mental attitudes, behavior and personality, a teacher must take a wise and careful approach. Teachers must be able to be an example for students and have the skills to provide motivation and direct thinking.

Based on the description above, it can be concluded that learning is an activity carried out consciously to produce changes in behavior, both potential and actual, including habits, skills, knowledge, abilities or attitudes that are permanent as a result of interaction with the environment.

According to ("M. Mulyono, 2001) activity is "activity or activeness". So everything that is done or activities that occur, whether physical or non-physical, is an activity.

Learning activities are defined as activities carried out by students in the implementation of the learning process, where students work or play an active role in learning, so that students gain knowledge, experience, understanding and other aspects about what they do. The most basic thing required in the learning process is student activity." Student activity in the learning process will lead to high interaction between teachers and students or even with the students themselves. This will result in a fresh and conducive classroom atmosphere, where each student can involve their abilities to the maximum extent possible.

There are many kinds of learning activities. Experts have tried to carry out classifications, including Paul B. Diedrich ("A.M Sadirman," 2011) dividing student activities into 8 groups, as follows:

1. Visual activities: reading, paying attention to demonstration pictures, observing experiments, etc.
2. Oral activities: stating, formulating, asking, discussing, interrupting, expressing opinions, conducting interviews, giving suggestions, etc.
3. Listening activities: listening to conversations, discussions, listening to radio broadcasts, music, speeches.
4. Writing activities: writing stories, reports, essays, reports, questionnaires, copying.
5. Drawing activities: drawing, making graphs, diagrams, maps and patterns.
6. Motor activities: carrying out experiments, making construction, playing, holding exhibitions, dancing and gardening.
7. Mental activities: responding, remembering, analyzing, solving problems, making

decisions.

8. Emotional activities: interested, feeling bored, happy, brave, excited, calm, nervous and so on.

The activities in this group are found in all the activities mentioned above, and are overlapping. Paul B. Diedrich's classification of learning activities above shows that learning activities are quite complex and varied. Activities here are not only limited to physical activities that can be directly observed but also include spiritual activities.

Student activity is very necessary in teaching and learning activities, because students as educational subjects themselves carry out learning, so it is students who should be more active, not the teacher. An active student can learn from any situation and can use what he has learned so that it can be useful for himself and others. Apart from that, students who are active in learning will make various efforts to achieve the desired goals in their lives.

## **2. Econoland Game on Economic Actors**

### **1. Economic Actors**

An economic actor is an individual, group or institution involved in economic activities including consumption, distribution and production. In general, economic actors are divided into five large groups, namely household, family, community, company, government and state. Each economic actor has its own role in consumption, distribution and production activities.

### **2. Roles and Functions of Economic Actors**

#### **I. Family Household**

Family households are economic actors with the smallest scope. The members of these economic actors usually consist of father, mother and children. There are also individuals who are not direct members of the family but are still considered members of the family household and are involved in the family's economic activities, for example grandmothers, grandfathers, relatives or servants.

#### **II. Company**

A company is a business entity that carries out activities to produce goods/services with the main aim of making a profit. Companies are often associated with households. However, there is a very big difference between companies and households, namely in terms of their goals. The main goal of the family household is to meet their living needs, while the main goal of the company is to make a profit.

#### **III. Government**

Furthermore, there is the government's role in making policies to control the country's economy. As a regulator, the government plays a role in making monetary, fiscal policies and other activities with other countries, such as imports and exports. The government also needs goods and services to carry out its duties, so the government can step into the role of consumer. The government also produces goods and services for the prosperity of the people. This is the role of the government as a producer. As a distributor, the government carries out aid distribution activities, such as BOS, BLT, and others.

#### **IV. Overseas Society**

Apart from domestic economic actors, other countries also play a role in a country's economy in meeting needs. These activities include imports and exports, investment, labor exchange, and providing loans to other countries. ("S. Alam," 2016)

### **3. Econoland Games**

1. Educational games are games that are used in the learning process, and these games contain educational elements or educational values.
2. Educational games, according to ('A. Ismail, 2009), are educational activities that are fun and useful for improving language and thinking skills, increasing concentration and

solving problems. The explanation of the benefits of educational games is as follows.

3. Educational games can be useful as a learning medium for conveying information, knowledge or subject matter in an interactive and interesting way for children.
4. Educational games can stimulate children's minds and creativity.
5. Educational games can create a dancing, safe and fun playing environment so that they can improve the quality of children's learning.
6. Educational games improve players' logic and understanding of the information they obtain when using the game.
7. Educational games can make learning more meaningful, so that the new information or concepts received can last longer.
8. Educational games can provide information that becomes experience in decision making, so that children make the right decisions and do not repeat the same mistakes.
9. Educational games can be used as a means of evaluating learning outcomes

The material on the role of economic activity actors is presented through a simulation called the ECONOLAND Simulation ('S. Lopus & 'M. Willis, 2003) demonstrating transactions between households and business actors in two types of markets; namely product markets and input markets (factor markets). Participants are also expected to understand how the government plays its role in the circulation flow.

In this simulation, two roles are needed, namely as a householder and a business person.

1. Household:

- Your first goal is to sell human resources, natural resources and capital resources to business people who need these resources to produce a product.
- Then from the income you get from selling these productive resources, you will buy from business people various kinds of goods and services that your household wants.
- In this simulation goods and services are called ECONO.
- Your success as a household will be measured by the ECONO collected.
- You will be given 15 productive resource cards but with different resource card compositions.
- The more resources you sell, the more money you will get to buy ECONO.
- Make sure you sell all resource cards before the simulation ends.
- At the end of the simulation only the number of ECONOs you have will determine your success.

2. Business Actors:

- Your goal is to make a profit by supplying goods and services that households want.
- In this activity, the only product that households want to buy is ECONO.
- To produce one ECONO you must obtain one unit of human resources, one unit of natural resources and one unit of capital goods.
- You must purchase all these resources from the household at the best negotiated price.
- After you get one unit of these resources each, you can exchange the three cards at the "ECONO FACTORY" which will produce one ECONO for you.
- After this you are free to sell the ECONO to any household at the best price you can get.
- In order to make a profit, you must sell the ECONO at a price higher than its production costs.

- In this simulation production costs include wages and salaries paid to human resource users, rent paid for natural resources used, and interest paid for capital resources used.
- Then, you can use the money you receive to purchase more productive resources to produce and sell more ECONO.
- To start this simulation, you will get IDR 1,000,000,000.00 (1 billion).
- The success of your business will be measured by the amount of money you earn at the end of this simulation.

To overcome the problems that have been identified, this can be done by implementing the Econoland Game as a learning strategy. With this approach, it is hoped that the learning process will become more interesting and easy to understand, as well as providing relevant benefits for students' daily lives. Through the use of the Econoland Game, it is hoped that student involvement in the learning process will increase, because they will have a better understanding of the material through direct experience in the form of games. By implementing the Econoland Game in teaching economic actors material, it is hoped that students will increase their involvement in learning activities, especially because the material is applied directly in the form of a game. It is hoped that this will make learning more enjoyable, by improving speaking skills, the ability to voice opinions, as well as collaboration in group work or increasingly lively discussions.

### **C. Research Methods**

This research is a classroom action research study conducted at MAN 5 Garut involving 35 class X.3 students. Classroom action research is an appropriate research method for overcoming learning problems in the classroom by involving sustainable intervention. Data collection methods in this research include observation, interviews, and tests that will be used to measure student learning activities and increase understanding of economic material. Data validation will be carried out through triangulation techniques, namely by comparing results from various data sources and data collection methods used. Data analysis will use a qualitative approach. According to Creswell (2016) "Qualitative research methods are a type of method for describing, exploring and understanding the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems. The qualitative research process involves important efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively starting from specific themes to general themes, and interpreting the meaning of the data using techniques. statistics to analyze test results, as well as content analysis to identify patterns of change in student learning activities during the research process. Meanwhile, according to Sugiono (2018) qualitative research methods are research methods based on philosophy, which are used to research scientific conditions (experiments) where the researcher is the instrument, data collection techniques and qualitative analysis emphasize meaning. MAN 5 Garut was chosen as the research location because this school has a representative educational environment, as well as full support from the school to carry out this research. In addition, class X.3 was chosen because it is a class that represents the student population at a relevant level in economics subjects. This makes MAN 5 Garut a suitable place to implement this classroom action research.

Classroom Action Research (PTK) is research that improves education by making changes towards improving educational and learning outcomes ('Arikunto, 2014). Classroom Action Research (PTK) has four stages in each cycle, namely planning, implementing actions, observing and reflecting. This classroom action research aims to determine the level of

achievement of students' activeness and learning outcomes in economic actors material by implementing the Econoland Game.

This Classroom Action Research (PTK) was carried out in 2 cycles (4 x learning meetings), to observe and improve student learning activities through the application of the Econoland Game. The data collected by the researcher is an observation sheet, to determine the role of the teacher and student activity during the course of classroom action research. Evaluation scores of tests, questionnaires as student responses to the learning model applied. This data is used to determine the presentation of increased student learning activities.

#### D. Results and Discussion

Based on the results of initial observations, when learning using the Econoland Game method, many students were still passive in the learning activities. However, after reflecting on the first cycle, it turned out that there were many shortcomings that needed to be corrected. From the research results, it is known that the average student participation increased during cycles I and II. Student involvement during the first cycle can be observed through the information listed in the table below.

Table 1. Cycle I Student Learning Activities

Rated aspect	First Cycle	
	Amount	%
Student activity during apperception	20 Students	57
Student activity during learning	22 Students	62
Student activity during the Econoland Game	22 Students	62
Completeness of learning outcomes (KKM 68)	20 Students	57

From the data listed in the table, it can be seen that student engagement and learning outcomes do not meet the standards set by researchers. Several factors that could be the cause include students who feel uncomfortable with their group members so they are reluctant to work together and choose not to participate in the Econoland game, students who are still hesitant to promote their products when other groups are selling products, resulting in lower levels of participation in the game. Econoland is still lacking, as well as the inability of students to focus fully during the game process. Apart from that, some students seemed reluctant to participate because they still had difficulty understanding the material presented.

Based on the observations made above, the reflective action that can be taken is that teachers and students should understand the steps of the Econoland Game, teachers should be better able to allocate Econoland Game activities so that learning can run more effectively and student cohesion will emerge and it is hoped that teachers will continue to motivate students must be more active in learning activities and dare to actively participate in games, apart from that students also have to concentrate and understand the material.

In cycle I, not all aspects observed had good results, the researchers made several shortcomings.

Table 2. Cycle II Student Learning Activities

Rated aspect	First Cycle	
	Amount	%

Student activity during apperception	26 Students	74
Student activity during learning	28 Students	80
Student activity during the Econoland Game	29 Students	82
Completeness of learning outcomes (KKM 68)	30 Students	85

In economic learning. cycle II with very good category. Based on observations, the indicators of student learning activities through the Econoland Game can be described as follows. Activity observations are in accordance with what the observer observes. Cycle II student learning activities increased from initial observations, such as aspects of understanding lesson material, answering questions given by the teacher, students being active in games, students actively concluding material they had learned, and having the courage to sell products. In cycle II, observations of student learning activities have experienced better changes compared to cycle I. This can be seen when learning takes place with increasing student learning activities such as asking questions and having fun during the process of playing the Econoland game. In cycle II it increased again to 82.85%. There is a difference in increase from initial observations to cycle II, namely 20%. The average indicator of student learning activities in cycle I is categorized as medium, and the average indicator of learning activity in cycle II is categorized as high.

## E. Conclusion

Activities The findings from this research indicate that the implementation of the Econoland Game in the economics curriculum can significantly increase students' interest in learning the material. The positive response from students to the use of the Econoland Game is due to their active involvement in the learning process through a game approach that is interesting and easier to understand. Thus, there is an increase in student participation in learning. With these results, it is hoped that economics teachers in all regions can strengthen collaboration with various parties in developing innovative learning methods. It is also hoped that teachers will be more proactive in involving students during the learning process, so that there is two-way communication between students and teachers. This will encourage students to be more confident in expressing opinions and asking teachers about things they do not fully understand. The importance of this finding lies in its potential to change the economics learning paradigm to be more interactive and improve the quality of learning in the classroom.

One of the weaknesses that may arise from implementing the Econoland Game in economics subjects in a madrasah with a limited number of students, namely only 35 students, is the limited possibility of generalizing the research results. Limited sample size may limit researchers' ability to draw broad conclusions about the effectiveness of these games in increasing student learning activities in various contexts. Therefore, for future research, it is important to expand the scope of research by involving more madrasahs or other educational institutions with a larger sample size. In this way, it will be easier to obtain results that are more representative and can be scientifically justified. In addition, it is also important to consider contextual factors, such as students' socio-economic background, school culture, and learning environment, which may influence the effectiveness of implementing the Econoland Game in improving student learning. By taking these factors into account, future research can provide a more comprehensive picture of the potential and limitations of applying such games in the context of economic education



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