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Influence of monopoly game "MonAS" in increasing Posyandu Cadre's knowledge of stunting

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Abstract---Stunting is a chronic nutritional problem caused by multifactor, one of which is the lack of maternal knowledge about exclusive breast milk. Kader Posyandu who is the chosen person in the community becomes an extension of the health workers in providing health information so that the knowledge needed is needed in order to be able to convey the information obtained. The aim of the study was to increase cadre knowledge regarding stunting prevention with Exclusive breast milk through monopoly games. This type of research pre-experimental design one group pretest – posttest. The sample used in this study is the population of Posyandu cadres of Tambakbaya village of Cibadak Kab.Lebak District which is as many as 45 people. Intervention in this research is a monopoly game that has been modified which is in accordance with the purpose of the research. The results obtained that the monopoly game MonAS has a significant influence on the increase in the knowledge of posyandu cadres regarding stunting. With the results of this study is expected to be a new method in dreaming health information to cadres, namely through games.

Keywords---stunting, posyandu cadres, monopoly.

Introduction

Stunting is a chronic nutritional problem in toddlers which is characterized by short toddlers' height when compared to children their age. In 2017, around 22.2% of children under five in the world experienced stunting, although this figure has decreased compared to 2000, which was 32.6%. According to WHO, Indonesia is included in the third country with the highest prevalence in the Southeast Asia region. SEARS). The average prevalence of stunting under five in

Indonesia in 2005-2017 was 36.4% (Pusat Data dan Informasi Kementerian Kesehatan RI, 2018). The results of the Indonesian Toddler Nutrition Status Survey (SSGBI) show that there has been a decline in the stunting rate of 27.67% in 2019. The results of the Indonesian Toddler Nutrition Status Survey (SSGBI) show that there is a decline in the stunting rate of 27.67% in 2019. Although this stunting rate has decreased, this figure is still considered high, considering that WHO targets the stunting rate to be no more than 20%. , so that the stunting problem becomes the homework of the Indonesian nation that must be resolved so as not to hinder the planning of government programs, namely the momentum of the Indonesian Golden Generation 2045, besides that stunting is one of the targets of the Sustainable Development Goals (SDGs) which is included in the 2nd sustainable development goal, namely eliminate hunger and all forms of malnutrition by 2030 and achieve food security. The target set is to reduce the stunting rate to 40% by 2025 (Anggraini et al, 2018; Riyanti et al, 2010). As many as 11.7% of babies are born with malnutrition as measured by body length < 48 cm and weight < 2.5 kg. Not only that, the high rate of stunting in Indonesia is also added from babies who grow up with a lack of nutritional intake, do not get breast milk properly so that they become stunted. Nutrients that are obtained from the time the baby is born, of course, greatly affect its growth, including the risk of stunting. The failure to carry out early initiation of breastfeeding (IMD), failure to provide exclusive breastfeeding (ASI), and the early weaning process can be one of the factors for stunting (Peraturan Menteri Kesehatan Nomor 39 Tahun 2016; Kedeputan Bidang Advokasi, Penggerakkan dan Informasi (ADPIN) BKKBN), 2021).

An understanding of the fulfillment of nutrition for toddlers can be obtained through information in the form of counseling from health workers when participating in Posyandu activities. Cadres as part of the posyandu implementer have a very important role in conveying information to the community appropriately and quickly, because cadres are the direct link to information or primary health information providers to the community. The role of cadres as information providers must be supported by strong knowledge and understanding of the material to be informed. Knowledge can be obtained from various processes including through educational games. Monopoly is one of the most famous board games in the world and also one of the educational games. The object of the game is to dominate all the tiles on the board through buying, renting and exchanging property in a simplified economy (Rizky et al, 2012). This game can also be an option to relieve stress. In this study, the research developed the existing monopoly game by making modifications from the rules, property and also the rules of the game as well as on the monopoly board according to the research theme, namely stunting prevention by exclusive breastfeeding.

Methods

This study uses a Pre-Experimental research design with One Group Pretest – Posttest research design. The sampling technique in this study was the total population so that the number of samples in this study was 45 cadres. This research was conducted in Tambakbaya Village, Cibadak District, Lebak Regency in March-November 2021. The instrument used was a questionnaire containing 17 closed questions and a modified monopoly game media. This game is equipped

with other properties such as pawns with a height of 30 cm, dice with a size of 15cm x 15cm, 15 chance cards, 15 general fund cards, houses and hotels, cash in 100,000 denominations. 50,000, 20,000, 10,000, 5,000, 2000, 1000. In this study, researchers were assisted by enumerators in data collection, where the enumerators were previously given instructions on how to collect data and also the questionnaire so that no one had a different understanding. Pre-test data was collected 15 days before intervention activities and post-test data were collected. Data were analyzed before and after treatment using Wilcoxon because the data were not normally distributed. Data processing using SPSS program with 95% confidence level ($p < 0.05$). From the results of the statistical test above, it was found that the p value < 0.05 so that there was an influence before and after the intervention, meaning that the monopoly game could affect the level of knowledge of posyandu cadres about stunting.

Tabel 1
Characteristics of Respondents

No	Characteristics of Respondents	N	(%)
Education			
1	elementary	24	53,3
2	Junior high school	6	13,3
3	Senior high school	10	22,2
4	Bachelor or above	5	11,1
	Total	45	100
Job			
1	Housewife	33	73,3
2	Entrepreneur	7	15,6
3	Government employee	5	11,1
	Total	45	100
Old (years)			
1	20-30	7	15,6
2	31-40	22	48,8
3	41-50	9	20
4	>50	7	15,6
	Total	45	100
How Long Being a Cadre?			
1	< 5 years	6	13,3
2	5-10 years	21	46,7
3	>10 years	18	40

Source : primary data, 2021

From the table above, information is obtained that posyandu cadres have different levels of education. A total of 24 people (53.3%) completed their education at the elementary level and 11.1% graduated from college. When viewed from the type of work, the majority of respondents work as housewives, namely 73.3% or as many as 33 people besides that. The age of the respondents included in the elderly category with age > 50 years as many as 7 people or 15.6% and dominated by productive age, namely 84.4%, while for the working period of being a cadre at

most 5-10 years as many as 40.7% or 21 people, only 6 cadres who become Posyandu cadres in the village are less than 5 years old and as many as 18 people or 40% have become cadres for almost 3 times the term of the village head, meaning that the experience is already high. The level of knowledge of respondents before and after being given an intervention in the form of the MonAS monopoly game can be seen in the following table:

Tabel 2
Educational level

No	Category	N(%)	
		Pre Test	Post Test
1	High	23 (51,1%)	28 (62,2%)
2	Low	22 (48,9%)	17 (37,8%)
	Jumlah	45 (100%)	45 (100%)

Source: primary data, 2021

Data were analyzed before and after treatment using Wilcoxon because the data were not normally distributed

Table 3
Statistical test results of the influence of Monopoly Game on Cadre Knowledge

		N	Mean Ranks	Z	P value
Post-Pre Test	Negative Ranks	4a	11.75	-	0,000
	Positive Ranks	27b	16.63		
	Ties	14c			
	Total	45			

From the results of the statistical test above, it was found that the p value <0.05 so that there was an influence before and after the intervention, meaning that the monopoly game could affect the level of knowledge of posyandu cadres about stunting.

Discussion

The Influence of the Monopoly Game of Monas on Increasing Cadre Knowledge About Stunting. This study uses a monopoly game media called MonAS. In this game, material is provided which is packaged in questions in each monopoly box that must be answered by participants who are in the game and then emphasized by the researcher if the answers from participants are still inaccurate or there are still participants who do not understand the answers to the questions. in the box is also to explore participants' knowledge about the theme in each game box so that researchers can find out the level of understanding of the respondents by looking at the answers of respondents who were given repeated questions and seen from the results of the post-test conducted after the game. From the results

of the comparison of the pre-test and post-test values, it is known that there is an increase in the pre-test value compared to the post-test value. These results indicate that there is an increase in respondents' knowledge before and after the intervention. The knowledge obtained by these respondents is influenced by many factors such as education level, age, occupation, years of service and others (Kemenkes, 2008).

The use of media is one of the important factors in the success of conveying information (Arief, 2006; Asnawir et al, 2002). In this study, media was given as an intervention in conveying information, namely through the media of the monopoly game. Monopoly was chosen as the medium because this game is not a new game, it is often played by respondents during the fasting month to wait for breaking time and what is played in this study is a modified monopoly so that it is easy to understand and easy to operate. The modification made to this game is that the monopoly board is made with various attractive colors in each box where the number of boxes is adjusted to the number of questions on the questionnaire given to respondents and the questionnaire questions become questions written on each monopoly box, the monopoly theme is in accordance with the objectives. The research is stunting prevention through exclusive breastfeeding. Besides that, it is also equipped with rewards and sanctions so that it is not monotonous, either through orders contained in the boxes on the monopoly board or on opportunity cards and general fund cards.

This monopoly also underwent a modification in terms of rules, namely where every player in the box containing the question must answer the question correctly and if it is wrong then move the player stops. The players are given the opportunity to own boxes/plots of land and also build houses or hotels on the monopoly board provided that no one owns the boxes and is used to answering questions that are already available on the monopoly board at the prices stated on the board. rules. In this game, the player who wins is the player with the highest amount of wealth, so the player must have a strategy to win the game, for example by obtaining fines from players who cannot answer questions given by the land owner to players who are on plots that do not belong to him. make frequent turns through the starting box, sell free cards, earn income from chance cards and general funds. To complete the game of monopoly, all players are given capital, namely cash with an amount that has been determined by the bank, where the bank is a member of the researcher.

The questions in the monopoly board box are adjusted to the questions on the questionnaire sheet. This is intended to determine the level of knowledge of posyandu cadres about exclusive breastfeeding that can prevent stunting and become material that is conveyed to players. This situation is carried out to provide an understanding to respondents regarding new methods that can be given to respondents/players so that they are not monotonous in receiving the material during the counseling they usually receive. It also expects players/respondents to easily receive information in a happy state because it is inserted into the game. During the game, the players looked enthusiastic and excited and there was mutual support between fellow players and they did not feel they were receiving material when given information by the researcher and they looked easy to accept the material. This can be seen when a player who is asked

the same question while in the monopoly board box answers the question correctly and is able to explain again.

This situation supports the concept put forward by Riyanti and Kurniawan (2010)⁷ where one of the solutions offered is to reduce boredom, difficulty and depressed conditions at the same time. Creating a learning atmosphere is to package learning by learning while playing. Learning conditions require encouraging situations, supportive environmental conditions, free from boredom during the learning process can lead players to express all their abilities. Research conducted by Khoirani, Albiner Siagian, and Fitri Ardiani (2012) states that the provision of health promotion using game media can provide different actions between before and after treatment. Likewise, research conducted by Fely Yan Barbara and Retno Tri Hariastuti (2011) about increasing student participation in information services through the use of game media is more meaningful than other methods. In addition, Rizki Nanda Aditya's research (2012)¹¹ also proves that the simulation game method with monopoly has more effect on increasing knowledge about Adolescent Reproductive Health (KRR) compared to the Focus Group Discussion method.

Monopoly which is one of the media games where its use can train respondents' memory in mastering material concepts, train and encourage respondents' courage to express their opinions, and practice mastery and understanding of material concepts. Mastery of the material is shown by the respondents being able to answer the questions on the monopoly board. The courage of the respondents can be shown by the presence of respondents who express opinions apart from the explanation given by the researcher regarding the material, but it is also shown by the courage to ask questions to other groups as a strategy in order to win the game. This tool (Monas) can quickly be understood by cadres. with research conducted by (Vikagustanti et al, 2014) which states that learning using monopoly learning media for science learning shows positive results. The positive response of students to the media was proportional to the value of the learning outcomes they got. This shows that there is an increase in learning outcomes after using the monopoly science learning media so that this media is effective for use in the learning process. And it is concluded that monopoly learning media serves to improve the quality of student learning. In general, student learning outcomes with the use of media will settle for longer so that the quality of learning has a high value.

Another study that illustrates the effectiveness of the monopoly game to increase knowledge is the research conducted by Asni (2015) who developed the monopoly game SHART JOURNEY to significantly increase adolescent knowledge about HIV/AIDS between the experimental and control groups. The effectiveness of the monopoly game, which is used as a medium for increasing knowledge, can be an alternative in conveying information or messages to respondents in different ways so that the message received will have a positive impact on the recipient and it is hoped that there will be a continuation of the provision of this information to other parties so that there is an increase in capacity. knowledge can be felt by many parties.

Conclusions

The level of knowledge of Posyandu cadres before being given a monopoly game on stunting was in the high category of 51.1% and the low category of 48.9%, after being given the monopoly game on stunting, the high category was 62.2% and the low category was 37.8%. Statistically, the p-value is <0.005 , meaning that the game of monopoly has a significant effect on increasing the knowledge of posyandu cadres about stunting. It is hoped that the MonAS monopoly game can be applied as a new medium in the learning process/delivery of information in a different way.

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