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THE DEVELOPMENT OF MONOPOLY GAME FOR LEARNING MEDIA OF PHYSICAL EDUCATION, SPORT AND HEALTH TO JUNIOR HIGH SCHOOL STUDENTS IN PALU

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Abstract

The purpose of this study is to produce forms of monopoly games that are suitable for the learning media of Physical Education for Junior School Students in Palu and to find out the effectiveness of monopoly games developed for Physical Education learning. This type of research is development (research-based development). The procedure used included 10 steps, Research location at SMP N 1 Palu, SMP N 12 Palu and SMP Labschool. The totaling of respondents was 72 students from three schools. The data used are, qualitative and quantitative data. The data analysis technique uses the Anova One Factor test. The research in a monopoly game model for the physical education learning of junior high school students in Palu with the development of infrastructure that includes the area of the playing field, the number of boxes and pictures. The increase in heart rate after playing monopoly is 25.41% of the maximum heart rate. The results of this game are packaged in a book and learning VCD. The conclusion of this research is that the form of monopoly game development is suitable for the learning media of Physical Education for Junior School Students. The Monopoly game model developed is also very effective for learning physical education.

Keywords: monopoly game, media, physical education

Introduction

Basically, Physical Education is an educational process through physical activities and at the same time an educational process to improve physical abilities. Therefore, the goals to be achieved through physical education include the development of the individual as a whole. That is, the scope of physical education is not only in the physical aspect, but also in the mental, emotional, social, and spiritual aspects.

So far, the physical education and physical education learning process is still very limited in its type that is taught to students, besides that, with the lack of learning models and the use of media provided to students, it can reduce students' interest in learning, even though by providing many choices of material to be developed and can also be updated with the form of the learning model given to students, the learning model is carried out by utilizing existing media so as to increase the interest and motivation of students to carry out movement activities in developing their movements so that it indirectly reduces boredom and can also increase the learning outcomes of students on subjects physical education.

Based on the results of observations by researchers in several junior high schools in Palu City have not fully implemented learning according to the 2013 curriculum. Physical education teachers are still having difficulties in changing the teaching methods that they have applied in the previous curriculum. Sometimes physical education teachers combine existing habits in the implementation of the 2013 curriculum. In addition, there are also teachers who feel they are

still lacking in confidence and are not entirely sure whether the learning implemented is in accordance with the 2013 curriculum learning or not. In addition, the teacher argues that if students do not participate in learning, where students' curiosity and interest in learning motion are low,

Based on the problems above, it can be observed that physical education learning has not been carried out by involving student activity as it should, therefore there is a need for game innovation, where the game can later improve student movement experience and the game can be used as an effective physical education learning media at the junior high school level. In junior high school students who are between the ages of 13-15 years on average, it is a transitional period from fine motor development to specialization, during which time students are expected to get more experience of movement through learning games. The game is any contest between players who interact with each other by following certain rules to achieve certain goals (Zulia, 2014:15). A game should be interesting and give students a new learning experience. The form of the game is expected to be easy for students to understand and have been done before when playing at home or school, with that students easily understand the game given and have the enthusiasm to complete the game. The form of the game is expected to be able to adapt to existing infrastructure and help physical education teachers to be more varied in providing game material. According to Piaget (Diana, 2012) games as a medium that can improve children's cognitive development. with that students easily understand the game given and have the enthusiasm to finish the game. The form of the game is expected to be able to adapt to existing infrastructure and help physical education teachers to be more varied in providing game material. According to Piaget (Diana, 2012) games as a medium that can improve children's cognitive development. with that students easily understand the game given and have the enthusiasm to finish the game. The form of the game is expected to be able to adapt to existing infrastructure and help physical education teachers to be more varied in providing game material. According to Piaget (Diana, 2012) games as a medium that can improve children's cognitive development.

Games in the learning process also require media or tools that support teaching and learning activities. Hamalik (in Arsyad, Azhar, 2013) suggests that the use of media in the teaching and learning process can generate motivation to learn, provide psychological influences including growing new desires or interests in students. The use of media in addition to having an effect on students also helps teachers in improving teaching skills and facilitates the interpretation of data or information to students. The use of media in the learning process must involve students, so as to make meaningful learning. According to Siwi Pawestri Apriliani (2020) media can facilitate teachers in the learning process and students will be more interested in following the learning process. The media used is expected to stimulate aspects of child development optimally. The media or game tools provided do not have to be expensive or new, the surrounding environment and used goods can be used as media or game tools. The selection of the right learning media must be chosen based on the characteristics of the learning participants, the characteristics of the subjects, and so on (Putra et al., 2020). One game that needs to be tried to be taught is the game of monopoly.

Monopoly is a board game where players compete to accumulate wealth through the rules of the game (Dodo Suwanda, 2008). The goal of the game is to have all the tiles on the board through buying, renting and exchanging properties in a simplified economic system. The monopoly game system is carried out by taking turns to throw the dice and moving around the game board following the numbers obtained by throwing the dice. Monopoly games have been played by students now, but have not been used as physical education learning media by teachers.

Based on the background of the problem described earlier, the formulation of the problem in this study is as follows: 1) What is the form of developing a monopoly game that is suitable for physical education learning media for junior high school students in Palu City? 2) Is the monopoly game model effective for physical education learning? The aims of this research are: 1) To produce a form of monopoly game as a physical education learning media for junior high school students in Palu City. 2) To determine the effectiveness of the monopoly game developed for physical education learning.

Method

This research uses a type of development research or known as research-based development, which is a type of research that is being increasingly used in solving practical problems in the world of research, especially education and learning research. This research was carried out in 3 junior high schools in Palu City, consisting of SMP N 1 Palu in the middle of the city and SMP N 12 Palu on the outskirts of the city and SMP Labschool is a private school, this is expected to represent the condition of SMP in Palu City.

ModelThe development used includes 4 stages, namely: (1) Definition (defining), (2) Planning (design), (3). The development phase, and (4) the dissemination phase (Wardoyo & Ma'arif, 2015) while the research and development procedure adopts the development research steps by Borg & Gall (1983) which consists of 10 steps, namely (1) preliminary study and data collection (literature review, field observations, making research framework); (2) planning (research objectives, funds, time, research procedures, various forms of participation; (3) developing the initial product (planning the initial draft of the product); (4) initial trial (trying the product draft into limited areas and subjects) carried out in SMP Labschool Palu with 8 students as subjects, (5) revisions to compile the main product; (6) the main field trials (trials to a wider area and subject) were carried out in SMP Negeri 1 Palu, SMP Negeri 12 Palu and SMP Labschool with a total of 72 students; (7) revisions to develop operational products; (8) operational product testing (product effective test); (9) final product revision (effective product revision); and (10) dissemination and implementation of developed products.

The data used in this study is qualitative data. Qualitative data were obtained from interviews in the form of opinions from physical education experts and resource persons orally and in writing as constructive input for product revision materials. The research subjects were students of class VIII (eight) as many as 72 students. The instruments used in product development are questionnaires and field observations. Questionnaires are used to collect information systematically and purposefully from experts and resource persons. To prove the significance of increasing the effectiveness of the final product of the "Sporty Monopoly Game" model as physical education learning for junior high school students, the t-test was used. The t-test analysis used IBM SPSS Statistics 22. Data analysis The t-test previously had to be tested for prerequisites, namely normality test and homogeneity test.

Suharsimi Arikunto (2002) states that the work of data analysis generally includes the preparation stage, tabulation stage, and planning stage in accordance with the research approach. The data analysis technique used in this study is the one-factor ANOVA test if the data is normally distributed, but if the data is not normally distributed, a non-parametric surrogate test is used, namely the Wilcoxon test.

Result and Discussion

1) Results

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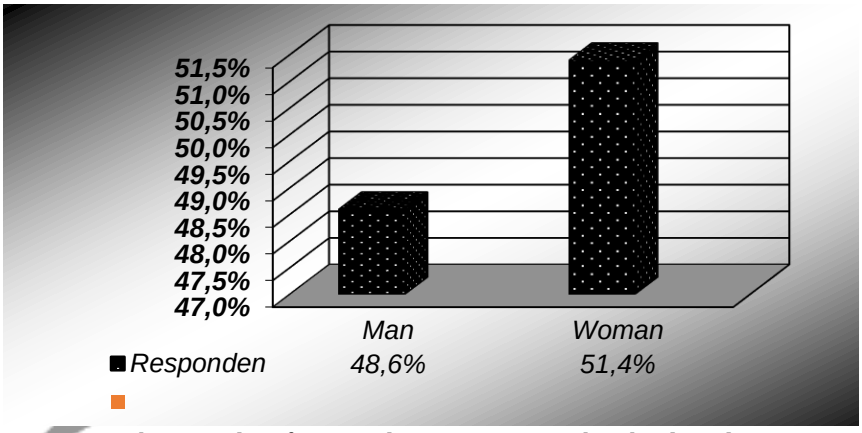
Monopoly learning media is one of the most famous board games in the world (Deviana & Prihatnani, 2018). This research was conducted in 3 junior high schools, namely SMP Negeri 1 Palu, SMP Negeri 12 Palu and SMP Labschool. The data collection process lasted 21 days. The new model in physical education learning, especially monopoly games, is by changing the rules of the game and modifying facilities and infrastructure.

The distribution of respondents by gender can be seen in the table below.

Table 1. Distribution of Respondents by Gender

No	Gender	Amount	%
1	Man	35	48.6
2	Woman	37	51.4
	Total	72	100.0

Based on the table above, it can be seen that most of the respondents are female, namely 51.4% (37 students) and 48.6% (35 students) are male. For more details can be seen in the following graph.



Graph 1. Gender of Respondents in Junior High School Students

The distribution of respondents by age can be seen in the following table.

Table 2. Distribution of Respondents by Age

No	Age	Amount	%
1	< Average Age (14 years)	34	47.2
2	Average Age (14 years)	38	52.8

The average age of the respondents in this study was 14.1 years rounded off by 14 years. Based on the table above, it can be seen that most of the respondents were older than or equal to the average age, namely 52.8% (38 students) and 47.2% (34 people) were less than the average age. For more details can be seen in the following graph.

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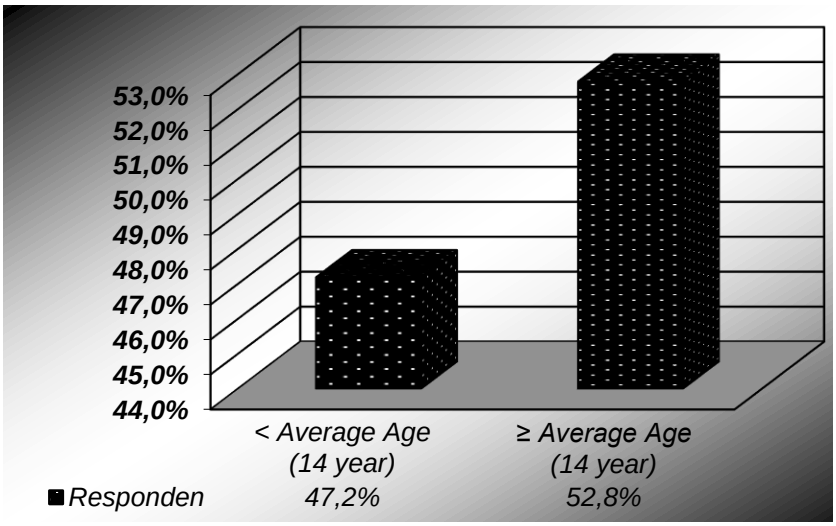


Graph 2. Age of Respondents in Junior High School Students

This research was conducted in three junior high schools in Palu City. The research subjects consisted of 30 students from SMP Negeri 1 Palu, 18 students from SMP Negeri 12 Palu and 24 students from SMP Labschool. So the respondents amounted to 72 students. The development of monopoly games for junior high school students at SMP Negeri 1 Palu, SMP Negeri 12 Palu and SMP Labschool was carried out by providing monopoly game material in physical education learning in junior high schools. The material in learning physical education, especially monopoly games, is by modifying the facilities and infrastructure as well as the rules of the game.

Expert validation can help in the development process, namely to specify the form of monopoly sports games for elementary students. As for the experts inin this study, namely physical education expertsSardiman, M.Pd and Drs. Usman Appe, M.Pd and 1 game media expert, Christian Kungku, M.Pd.

Monopoly game indicators proposed to several monopoly game experts include product suitability and convenience, product benefits and product objectives. The game quality data is revealed using a questionnaire scale with 15 items with the highest score of 4 and the lowest score of 1.

Tall : Total score Mean + SD
Currently : Mean – SD < Total score < Mean + SD
Low : Total score < Mean – SD (Azwar, 2003: 108).

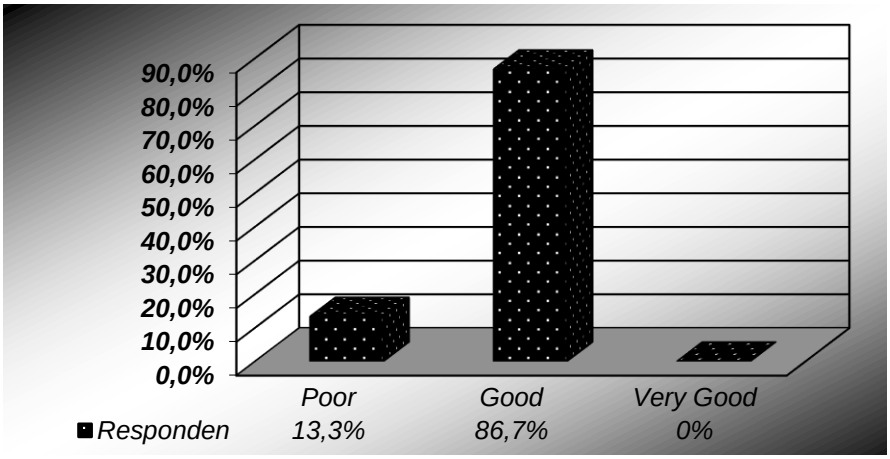
Based on the categories above, it turns out that a detailed description of the quality of monopoly games according to two experts can be seen in the following table:

Table 3. Distribution of Game Quality According to Experts

No	Game Quality	Amount	%
1	Not good	2	13.3
2	Well	13	86.7
3	Very good	0	0.0
	Total	15	100.0

Based on the table above, it can be concluded that of the 15 question items which include indicators of product suitability and convenience, product benefits and product objectives, according to some game experts, most of the monopoly game models have a quality in the poor category of 13.3% (2 questions), good category 86.7% (13 questions) and very good category 0.0%. So it can be concluded that the monopoly game according to several indicators is in the

good category, which is 86.7%. For more details, it can be seen in the diagram of the percentage of the quality of the monopoly game as follows:



Graph 3. Monopoly Game Quality Percentage

The results of expert validation regarding the development of monopoly games in physical education learning for junior high school students are as follows:

Table 4. Expert Validation Results

No	Validated Aspect	General Comments And Suggestions		
		Expert I	**Expert II**	**Expert III**
1	Monopoly media (field)	More clarified again for the size of the media, especially the size of each box. The number of repetitions should not be too few or too many so that learning effectiveness can be achieved.	The field should refer to the actual monopoly field, such as the "opportunity" and "public fund" boxes. A special place is made next to each box for a place to carry out their movements so as not to disturb other players/students.	The number of boxes should be reduced to make it more efficient and not confuse students. Colors need to be distinguished according to the maximum limit of students playing.
2	Equipment: - Dice - General Fund Card and Opportunity	The dice look small if it is only 10 cm square, it needs to be enlarged again. The General and Opportunity Fund Cards need to be renamed with words related to physical education or sports.	The dice need to be strengthened again with duct tape or stronger glue. The size of the opportunity box and the general fund adjusts to the existing field or media.	The dice need to be covered with plastic or other wrapping to make it more durable, the size of the circle inside the dice adjusts to the size of the dice, the name of the general fund box is changed so that it can adjust the physical and sports fields
3	Game Rules	The rules of the game are still confusing, need to be simplified again and not far from the actual game so that students are not too difficult to follow.	The number of players must be adjusted to the size of the existing field. It needs to be clarified in the picture of going to prison, what the punishment is.	Before students start the game, it is necessary to demonstrate the movement of each command image in the box. The game time is not 15 minutes but can be added up to 30-50 minutes.

Based on the comments and suggestions of experts, which were taken from several sources, namely from educators and media experts, it was found that in the development of monopoly games, it is better to use a field that is adapted to the actual field, this game can represent similar games that already exist and so that students are more understand the core of the game and can be adapted to the material and time allocation in learning while still paying attention to student safety.

Trialssmall groupcarried out at the Labschool Junior High School, which consisted of 8 students, as for the reason the Labschool Junior High School was one of the junior high schools that had not been established for a long time and had the status of a foundation, highlighting more in terms of academic achievement, besides that in terms of infrastructure, the junior high school has a field for monopoly games. During the small group test, the monopoly game development material did not run smoothly. This can be because students still feel confused and awkward when playing, this is because they still have difficulty equating the actual monopoly game with the monopoly game that has been developed, for example when students arrive at a certain box they are still confused about what to do. The student still rolls the dice and does not lead to the next student or player. When there is a box that has been purchased but still does not understand how to do the movement. Students are still hesitant and afraid to buy a box that has been seized because the way to buy it has to do the movements according to the instructions in the picture. Students still make mistakes when stepping with their right, left or two feet together. After playing the game several times and being briefed, they can play the game happily, happily without fear. When compared to the previous time, female students did not want to play together with male students. This is because female students feel afraid and embarrassed if they play with male students, they will be ridiculed by male students. Then after being instructed,

The effectiveness of the development of monopoly games during the small group test is indicated by an indicator of an increase in heart rate compared to the time of the first survey and also the intensity of student play increases, which is indicated by male and female students playing monopoly development games. The increase in the average pulse rate is 24.6% of the maximum pulse rate. Because monopoly is a field game that requires exercise, taste and balanced tactics, this game can be played in a recreational setting. Overall, the small group test that has been carried out went well and smoothly. This became the basis for researchers to conduct field trials using three junior high schools, namely SMP Negeri 1 Palu, SMP Negeri 12 Palu and SMP Labschool.

The revision of this stage is based on the results of field observations during small group trials and includes experts in the monopoly game. Changes in the product development of the monopoly model lie in the infrastructure in this case the field or media that will be used for the game, game rules and game equipment used.

These stages are taught so that it is easier for students to master the basic techniques that will be mastered and apply them in real games. The teaching method that can be used is a tactical approach, where students are given experience using techniques to achieve goals or solve problems by playing. This learning method stimulates students through mastered techniques to be able to develop appropriate tactics and strategies in accordance with teams, situations and conditions.

large group trial,TestField trials were carried out at three public junior high schools in Palu City, namely SMP Negeri 1 Palu, SMP Negeri 12 Palu and SMP Labschool. During the field test, the monopoly game development material that has been tested in small groups and has received input from several experts, this field test can run well and smoothly.

EffectivenessMonopoly game modification model The indicators that show the effectiveness of the modified monopoly game model can be seen as follows:

1) Respondent's Heart Rate

If the average age of SMP Negeri 1 Palu, SMP Negeri 12 Palu and SMP Labschool is between 14 years, the maximum heart rate is 220-14 = 206 beats per minute. Based on the results of the research, which has been carried out that the respondent's heart rate before playing has an average value of 91.4286, the minimum value is 60, the maximum value is 138. Meanwhile, the average heart rate after playing monopoly is 114.6571, with the minimum value is 72, and the maximum value is 168. This can be seen in the table below.

Table 5. Average Pulse Rate

	N	Minimum	Maximum	mean	Std. Deviation
Initial DN	70	60.00	138.00	91.4286	19.01378
Final DN	70	72.00	168.00	114.6571	21.46712
Valid N (listwise)	70				

Based on the table above, it can be seen that the pulse before playing monopoly and after playing monopoly is different. Judging from the average before doing monopoly is lower than after playing monopoly. So that the increase in heart rate after playing monopoly is 25.406% of the maximum heart rate.

2) TestNormality

The results of the variable normality test show that the data distribution is not normally distributed. This can be seen from the initial pulse and final pulse which have a significance of 0.037 and 0.20 where $p<0.05$. Then in order to determine the effectiveness of the modified monopoly game model, the Wilcoxon test was carried out. The Wilcoxon test was used to determine whether there was a difference in the pulse rate of the students before the game of monopoly and the pulse rate of the students after the game of monopoly.

3) Wilcoxon test

TestWilcoxon is used to determine whether the three samples have the same median. Based on the ranks table above, it shows a comparison of heart rate before and after playing monopoly, there are no students with lower heart rates than before playing monopoly and 70 students have an increased heart rate after playing monopoly, and there are no students who has the same heart rate after playing monopoly.

Based on the statistical test section shows the Wilcoxon test results. With the Wilcoxon test obtained a significance value of 0.000 ($p <0.05$). Thus, it can be concluded that there is a difference in the heart rate of the sample before playing monopoly with the heart rate after playing monopoly.

2) Discussion

a. Forms of Monopoly Game Development for Physical Education for Junior High School Students (SMP)

Teachers in the learning process are not only required to convey learning materials as a whole but are also required to be able to present the learning process according to student interests so that they can grow and increase student motivation to actively participate and participate in the learning process (Aprilia and Indra, 2018: 72).In this development research, monopoly learning materials were modified in sports and health physical education which emphasized the totality of the sports experience in order to increase students' learning motivation. Physical education learning is carried out through modified monopoly games that

emphasize participation and experience for students. The short-term implication, at least, is that physical education is directed so that students have physical fitness, enjoy doing physical activities and sports (an active and healthy lifestyle), and obtain the educational values needed for children to prepare for life now and in the future. Herdani et al. (2018) said that monopoly media was created to make it easier for students to understand material about obligations and rights and to develop students' thinking levels.

Based on the above thinking, there needs to be a paradigm shift in the teaching of Physical Education from the method to the teaching model. The model is a plan or pattern used to shape the curriculum (long term), design learning materials and direct teaching in the classroom. This model is a learning that includes a thorough consideration of learning theory, long-term goals, context, content, classroom management, related strategies, proving the process, and learning assessment.

The monopoly game development model is designed for the purpose of activating all students according to the role played in physical education so as to provide more learning time for each student. The development of an effective and efficient monopoly game model for the physical education learning process for junior high school students is as follows:

1) Field or Schoolyard
   There are several facilities and equipment that have been developed are the sizeMonopoly playing field is adjusted to the conditions of the field or school yard, for a school yard with the size of a badminton court, a monopoly game can be made in 2 fields, if it is more than a badminton court, more monopoly games can be made. Using the shape of the playing field from plastic flexi material where the size is adjusted to the existing field area. In this game, the size of the field can be 4 x 4 meters. For plaster and paving fields, the form of the game can be painted directly on the field so that students can play anytime.
2) Number of Boxes in Game
   Amount8 boxes with 50 cm each side so as to provide enough space for students.
3) Movement in Game
   If the dice number has been obtained, the student will move according to the instructions drawn, if there is only a picture of the right or left foot then the student jumps using 1 right or left foot, if there is a sign of two feet, the student must jump with one foot. using both feet, numbered with the words run on the spot, the student must run on the spot until it is his turn to roll the dice again.
4) Shape and Number of Dice
   The dice are made of styrofoam which is shaped into a square with a thickness of 2 cm to make it stronger, the size of each side is 20 x 20 cm and is coated with clear duct tape to make it stronger, waterproof and not easily damaged. The number of dice is only one to streamline the time and movements made.

Figure 1. Shape of the Dice

5) Spirit and Sports Cards

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Spirit cards are common fund cards in true monopoly games, as are Sports as a substitute for chance. made of styrofoam and each consists of 6 cards with pictures/instructions that are reward and punishment.

Figure 2. Spirit and Sporty Card Forms

6) Image in Grid

The form of the image as a form of movement that will be practiced with a different number of repetitions and time, at the beginning it is light and getting heavier here.

Figure 3. Shape of the image in the grid

Monopoly is a game that can be played by everyone, both children, teenagers, adults and parents, monopoly games have quite unique characteristics, namely the ability to control themselves and make the right decisions, so they can be used as recreational games. which is fun and is a game with infinite time.

The design of the monopoly learning model for junior high school students by modifying the facilities and infrastructure as well as the rules of the game is one form of effort so that students can participate in learning activities with pleasure and can provide innovation for physical education teachers to be able to teach monopoly games as material for physical fitness or other materials. This game is made with the aim that students are able to understand and be able to practice monopoly game material.Learning using the game method through monopoly media can help students understand the concept of learning materials well, students will be able to solve problems by thinking individually (Utami et al., 2019).With this monopoly game, it is hoped that the material for physical fitness will be more varied and interesting.

1) Game Time

Play time in monopoly learning is 30 minutes to 45 minutes without any break.

2) Player

Played by 4 to 8 players, this game can also be played in teams of 2 to 4 players in one team.

3) Win the Game.

The player who wins the game is the player or team that can control all stations (boxes), by taking the property of other players who feel exhausted and don't continue the game anymore.

4) Station Ownership (box)

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Players can have a station by buying it, as a substitute for money is to make a move that is in the station at least 1 time. If there are 4 players then the right to own stations is 4 stations, if 5 then 3 stations, if 6, 7 and 8 players then 2 stations.

b. Monopoly Product Revision

The monopoly game model in its development underwent changes, improvements and revisions. Revisions are made based on input and evaluation from physical education experts. This study involved two physical education experts and one monopoly game expert.

1) Product Revision I

In the first revision stage, there were several changes, such as in the field which used to still use the size of 2 x 2 meters to 4 x 4 meters. For the size of the city, it is widened again, beside the plot, a small line is given to the outside as a marker of the place where the players who stop in the plot and make movements according to the picture in the plot. The colors and pictures are made as attractive as possible and give a good impression to students. Marks the right foot, left foot and both feet as a hint for players to move from the tile to the next tile.

2) Product Revision II

The revision of this stage is based on the results of field observations during field trials and includes physical education experts. Changes in the monopoly game in revision II include replacing the number of players, this is because when other students play games and others just sit around or chat with friends so it is considered less effective because it does not involve the entire movement of students. The number of players who used to be 4-6 players becomes 4-8 or in teams of 2-4 players each.

The development of the modified monopoly game is a form of individual and team play in an effort to achieve the goal of movement in physical education and sports. While the learning method that can be used is a tactical approach, where students are given experience in using tactics and confidence to achieve goals or solve problems by playing. Each player or team is allowed to toss first to determine who will roll the dice first and next. The shape of the monopoly playing field after going through the process to produce the final product, the shape of the field is as follows:

Figure 4. Monopoly Game End Product

Advantagesand Disadvantages of Products Produced

Overall this research has been successful. Based on the results of the data from the field results in the monopoly game and the results of the learning effectiveness data, it was found that most had an increase in pulse rate. Learning to use games assisted by monopoly media can make students accustomed to solving a problem individually or in groups so that they can improve their cognitive abilities and can obtain maximum learning outcomes (Maulyda, 2018). It can be concluded that this monopoly game can be developed further in other junior high schools. Because the development of this game has never existed and was developed in junior high school, the development of this game is the first monopoly game model for physical education learning.

1) Advantages of Products Produced
   There are several advantages in monopoly games which were developed as follows:
   a. These game tools and equipment are easy to make.
   b. The rules in this monopoly game encourage all students to be actively involved in playing.
   c. This game product can be played by junior high school boys and girls.
   d. This research encourages students to develop movement skills, attitudes and problem-solving knowledge in achieving individual or team goals.
   e. The product of this research provides students with direct experience of the tactics and strategies of playing monopoly.

2) Research Limitations or Weaknesses
   There are several limitations in the developed monopoly game, these limitations are as follows:
   a. The materials used to make tools such as dice and monopoly media use flexi material, so it is necessary to consider environmental friendliness and the printing price is quite expensive.
   b. The game development time is relatively short because it adjusts to the physical education lesson hours.
   c. The field used is not large enough to affect the maximum number of players who can play.

Conclusion

Based on the results of the research and discussion, the following conclusions can be drawn: 1) The form of monopoly game development that is suitable for physical education learning media in junior high school includes the field or school yard, the number of boxes in the game, movement in the game, the shape and number of dice, spirit cards and sportsmanship, pictures in the grid and the rules of the game. With this monopoly game, it is hoped that the learning of physical games will be more varied and interesting. 2) The development of monopoly games is very effective for physical education learning, this can be shown by research data that the average heart rate of students has increased after playing monopoly games by 25.406% of the maximum heart rate, this shows that monopoly games can improve students' fitness so that they are effective for learning. The development of monopoly games is a product that has been produced from this research and can be used in physical education and sports as well as an alternative delivery of physical fitness learning materials for junior high school students by physical education teachers. Suggestions that can be submitted regarding the need for product utilization are: 1) This game product can be used as a medium for learning motion and physical fitness for junior high school students, both male and female students. 2) The

product can be used in all categories of schools, whether in superior schools, public schools or private schools. 3) The use of game products should still refer to the physical education learning objectives.

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