



BEDIPOLI : Implementing an Educational Game Monopoly to Enhance Digital Ethics Among Elementary School Students in Purwakarta, Indonesia

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Abstract: This research aims to enhance elementary school students' comprehension of digital ethics by employing Monopoly as the medium for Educational Game Tools (APE). This study used a quantitative approach with a pre-experimental design featuring a one-group pre-test and post-test, with the sample selected through purposive sampling. The instrument design involved creating assessment tools validated by six experts. The learning media included 30 questions on digital ethics comprehension, with validity assessed using the content validity ratio (CVR). To test the hypothesis, a Wilcoxon Signed-Ranks Test was applied to compare the pre-test and post-test scores. Pre-test and post-test instruments were adapted from the Ministry of Communication and Information Technology's "Status of Digital Literacy in Indonesia 2020," focusing on communication skills and technology ethics. The results revealed that initial assessments indicated a low understanding of digital ethics among students, with 18 out of 39 needing to demonstrate mastery before the APE implementation. However, post-implementation evaluations showed that only one student did not achieve mastery, with significant overall improvement and heightened enthusiasm for learning, highlighting the APE's effectiveness. The study suggests that incorporating educational game tools (APE) into learning methods can significantly enhance students' understanding of digital ethics.

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Introduction

The importance of ethics in utilizing digital facilities cannot be underestimated. Applying proper ethics forms the foundation for healthy interactions in cyberspace and helps prevent conflicts that may damage the reputation of individuals or groups. If neglected, this ethical disregard can lead to significant personal and social harm (Barrett-Maitland & Lynch, 2020). However, in reality, Indonesia remains at a high level of concern. This is evidenced by research released in the Digital Civility Index (DCI) report, which reveals that Indonesia ranks 29th out of 32 countries in terms of civility, placing the country at the lowest rank in Southeast Asia. The DCI recorded an increase in hoaxes, scams, hate speech, and cyberbullying on the internet by 5-13%, contributing to Indonesia's score rising to 76 points, where a higher score indicates poorer civility (Microsoft & TRG, 2021).

In a webinar organized by the Ministry of Communication and Information Technology (Kominformo) titled 'Digital Literacy Proficiency,' it was stated that the government has made efforts to reduce harmful activities conducted by the public on the internet through access restrictions and blocking harmful content based on the Electronic Information and Transactions Law (UU ITE). This includes content containing provocation, terrorism, radicalism, hoaxes, and intolerance. Additional efforts have been made through digital literacy programs, including webinars and public outreach. It was also emphasized that the



public should be aware of their online activities, as their digital footprint may impact their personal lives, such as influencing their success or failure in securing employment, whether as a Civil Servant (ASN) or as a private sector employee (Ditjen IKP Kominfo, 2022).

Although the government has made efforts, these measures have not yielded significant results. Therefore, alternative solutions are needed, not only from the government but also from all Indonesian citizens, to collaboratively help raise awareness and foster ethical understanding in the use of digital facilities. Research by (Indriyani, 2023), which involved a webinar, received a positive response from the public. Another solution was implemented (Fadhli, 2020) through public outreach, which also yielded favorable results. Similar research was conducted by (Terttiaavini & Saputra, 2022), who organized various community service activities, such as outreach programs, training, and quizzes using Canva and TikTok, leading to increased awareness and understanding among participants regarding the importance of ethics in social media use. These studies demonstrate various approaches that have been taken to enhance comprehension of digital ethics. While the results from Indriyani's (2023) webinar and Fadhli's (2020) outreach show positive responses, there is still potential to further evaluate participants' understanding of these activities. Similarly, the community service efforts by Terttiaavini and Saputra (2022) using social media platforms like Canva and TikTok effectively raised awareness. However, they may require additional methodological variations or adjustments to improve engagement and retention of knowledge. Considering these shortcomings, a new solution is needed through more active and in-depth interaction to identify the most effective methods. Therefore, the method employed in this study will focus on implementing more innovative teaching methods and interactive educational tools to enhance participants' understanding and engagement.

According to Xu et al. (2023), ethics refers to principles of morality and behavior derived from the Greek word "ethos," meaning habit or custom. Ethics guide individuals in determining right and wrong, shaping human behavior in everyday interactions (Endah Rahayu et al., 2021). Ethics is often linked with the term "morality," derived from the Latin word "Mos," signifying a way of life that promotes positive deeds (Jha, 2022). Ethics and morality are the foundation of all human activities, including politics and social interactions, as they define the values that regulate human behavior (Singh, 2022). Furthermore, ethics are pivotal in shaping character and cultivating habitual behaviors that reflect an individual's attitude (Indayani, 2024).

In the digital world, these principles are crucial for responsible technology use. Digital ethics refers to the moral framework applied to activities in the digital realm, ensuring responsible behavior in creating, sharing, and consuming content (Rahman, 2023). Strengthening digital ethics is vital for promoting appropriate behavior on digital platforms, as it addresses issues like privacy, data security, and intellectual property rights (Novita, 2023; Utami, 2024). With the rapid advancement of technology, digital ethics has evolved into a fundamental guideline that regulates online interactions, helping to minimize negative impacts such as hoaxes, cyberbullying, and hate speech (Andrea, 2023; Darnia, 2023).

It is essential to engage children early in understanding these principles to address the issue of ethics in the digital space. One way to foster ethical comprehension is through active learning methods, such as Educational Game Tools (APE). APE integrates educational content with play, providing a dynamic and engaging learning experience that stimulates cognitive, motor, and socio-emotional skills (Kaizar & Alordiah, 2023). This study aims to foster a deeper understanding of digital ethics among young learners by incorporating APE. Educational games have proven effective in creating an interactive learning environment that



encourages active participation while focusing on key developmental areas, such as language, cognitive skills, and moral understanding (Hayani & Mumtaz, 2023; Qadafi, 2021).

This study explicitly implements Monopoly as the medium for APE, chosen based on prior research demonstrating its effectiveness in improving student learning outcomes (Nur Widhiastin, 2024). Monopoly as an educational tool has increased engagement and understanding of ethical concepts while making learning enjoyable. Research by (Fajrussalam, 2023; Fikri, 2023) also supports the effectiveness of this game in enhancing students' learning interests and morality. This study introduces an innovative adaptation of the Monopoly game, BEDIPOLI, designed to address the critical need for digital ethics education among elementary school students. While prior research highlights the effectiveness of educational games in enhancing student engagement and moral development (Hayani & Mumtaz, 2023; Qadafi, 2021), this study uniquely integrates these principles into a gamified framework tailored to the context of digital ethics. The adaptation of Monopoly into a targeted educational tool bridges a gap in existing educational resources, which often emphasize general ethical behavior but rarely contextualize it within the rapidly evolving digital landscape.

Unlike previous implementations of Monopoly that focus on general skill-building or traditional ethical themes (Fikri, 2023; Nur Widhiastin, 2024), BEDIPOLI incorporates scenarios, challenges, and decisions directly tied to digital ethics, such as online safety, digital privacy, cyberbullying, and responsible online communication. Based on the points above, this study addresses two main questions: 1) How can APE be designed effectively, and 2) How effective is this APE in improving digital ethics understanding among students? The ultimate goal is to provide students with the foundational knowledge to apply ethics in the digital world.

Research Method

The method used in this study was a quantitative approach with a pre-experimental design with one-group pre-test and post-test designs. The population of this study was all students of class 4th elementary school in Purwakarta. The sample was selected using a purposive sampling technique for all students of class 4th. This study employed three data analysis techniques: (1) assessing the feasibility of the APE Bedipoli, which includes content validation and instrument validity test using Content Validity Ratio (CVR); (2) conducting prerequisite tests, encompassing descriptive statistics and normality tests; and (3) testing the hypothesis using a Wilcoxon Signed-Ranks Test. In this research, the APE Bedipoli learning media is specifically designed and intended as a game-based tool to support understanding of digital ethics.



Figure 1. Bedipoli Design



In the Bedipoli media, there is one square designated as the start or finish line, 10 squares containing questions related to digital ethics associated with various social media platforms and devices, with each square containing three questions represented by star symbols. Additionally, 2 general fund card squares provide additional instructions, such as moving forward or backward a few spaces, 2 chance card squares that include "get out of jail free" coupons and free parking opportunities, 2 jail squares, 1 free parking square, and 2 surprise squares represented by a clown image to serve as an ice-breaking element in the game.

Instrument design involves developing tools validated by six validators, experts in language, elementary school education, ethics, and digital ethics. The learning media consisted of 30 questions about digital ethics comprehension. Validity was tested through content validity ratio (CVR).

$$CVR = \frac{n_e - \left(\frac{N}{2}\right)}{\left(\frac{N}{2}\right)}$$

The characteristics of the CVR formula, as described by Lawshe (1975), are as follows: 1) When all validators respond "Valid," the CVR value is 1. If more than half of the validators respond "Valid," but not all, the CVR value ranges between 0 and 0.99; 2) If fewer than half of the validators respond "Valid," the CVR value will be negative; and 3) If half of the validators respond "Valid" and the other half respond "Not Valid," the CVR value is zero. An item in the module is accepted if its CVR value equals or exceeds the critical value. Conversely, an item will be rejected if its CVR value is lower than the critical value, as determined by the number of validators, as shown in *figure 2* below (Ayre & Scally, 2014).

Table 1. CVR_{critical} One-Tailed Test ($\alpha = .05$) Based on Exact Binomial Probabilities.

N (Panel Size)	Proportion Agreeing Essential	CVR _{Critical} Exact Values	One-Sided p Value	N _{critical} (Minimum Number of Experts Required to Agree Item Essential)—Ayre and Scally, This Article	N _{critical} Calculated From CRITBINOM Function—Wilson et al. (2012)
5	1	1.00	.031	5	4
6	1	1.00	.016	6	5
7	1	1.00	.008	7	6
8	.875	.750	.035	7	6

Figure 2. CVR critical One-Tailed Test ($\alpha = .05$) Based on Exact Binomial Probabilities
The results of the validators' assessment of this module's content validity are shown in Figure 3 below.

Item	Validator 1	Validator 2	Validator 3	Validator 4	Validator 5	Validator 6	CVR	Result
1	1	1	1	1	1	1	1	VALID
2	1	1	1	1	1	1	1	VALID
3	1	1	1	1	1	1	1	VALID
4	1	1	1	1	1	1	1	VALID
5	1	1	1	1	1	1	1	VALID
6	1	1	1	1	1	1	1	VALID
7	1	1	1	1	1	1	1	VALID
8	1	1	1	1	1	1	1	VALID
9	1	1	1	1	1	1	1	VALID
10	1	1	1	1	1	1	1	VALID
11	1	1	1	1	1	1	1	VALID
12	1	1	1	1	1	1	1	VALID
13	1	1	1	1	1	1	1	VALID
14	1	1	1	1	1	1	1	VALID
15	1	1	1	1	1	1	1	VALID
16	1	1	1	1	1	1	1	VALID
17	1	1	1	1	1	1	1	VALID
18	1	1	1	1	1	1	1	VALID
19	1	1	1	1	1	1	1	VALID
20	1	1	1	1	1	1	1	VALID
21	1	1	1	1	1	1	1	VALID
22	1	1	1	1	1	1	1	VALID
23	1	1	1	1	1	1	1	VALID
24	1	1	1	1	1	1	1	VALID
25	1	1	1	1	1	1	1	VALID
26	1	1	1	1	1	1	1	VALID
27	1	1	1	1	1	1	1	VALID
28	1	1	1	1	1	1	1	VALID
29	1	1	1	1	1	1	1	VALID
30	1	1	1	1	1	1	1	VALID

Figure 3. Result of CVR

Although the validators validated all results, some points were highlighted with special notes or revisions for minor improvements. This was recommended because students at this grade level are still in the learning phase with vocabulary that should sound familiar to them. One such suggestion was simplifying specific terms, such as replacing “consequence” and “plagiarism” with more accessible vocabulary. For example, "plagiarism" was suggested to be changed to "copying," as demonstrated in the following question:

Jamal adalah seorang pengusaha muda yang menjual *casing* ponsel dengan berbagai gambar menarik. Ia mengambil gambar sembarang yang tersebar di internet dan menjadikannya sebagai ide gambar *casing* jualannya. Ia tidak menyadari bahwa perbuatannya telah melanggar etika digital karena dianggap menjiplak karya orang lain.



Agar Jamal bisa menggunakan karya orang lain tanpa melanggar etika digital. Sekarang bantulah Jamal mengurutkan langkah yang seharusnya dilakukan!

- 1) Menggunakan gambar pada produk jualannya dengan mencantumkan nama pemilik gambar.
- 2) Menghubungi pemilik gambar untuk meminta izin sebelum menggunakan gambar tersebut.
- 3) Memeriksa apakah gambar-gambar yang ia temukan dilindungi hak cipta atau tidak.

a. 1-2-3

b. 2-3-1

c. 3-2-1

Figure 4. One of the questions after revision based on CVR results

The test was conducted in several stages, starting with a pre-test completed by the students to assess their initial understanding of digital ethics. Next, the core activity was learning using the monopoly-based game called Bedipoli. Students were divided into groups with assigned roles, including one rolling the dice, one moving the game piece across the monopoly squares, and the remaining members answering the questions on each square. For each correct answer, the group received one star available on the square. Students switched roles with their group members once the piece crossed the finish line, and the game continued into the next round. The group that collected the most stars was declared the winner. After the match concluded, the students completed a post-test to evaluate their understanding after being taught digital ethics through educational game tools.

Assessment tools, a pre-test and a post-test were created to evaluate the impact of the APE Bedipoli on students' learning. The instruments used for the pre-test and post-test were adapted from the digital literacy measurement framework questionnaire, as outlined in the Ministry of Communication and Information Technology (Kominfo) report "Status of Digital Literacy in Indonesia 2020".

Number	Questions	1	2	3	4	5
1	I Write my opinion using polite language.					
2	I'm ready for any consequences of what I write on the internet because many people can access it.					
3	I always ask for permission from the creator before using their work, whether it's writing designs, photos, or pictures.					
4	I do not spread information that contains hate speech, hoaxes, or defamation.					

Number	Questions	1	2	3	4	5
1	I can interact using various digital communication devices.					
2	I can share data and information with others using appropriate digital technology					
3	I always think about and adjust how I communicate with the person I'm talking to.					
4	I always consider and respect the diversity of culture, religion, and age of my friends on social media when sharing messages or information.					

Figure 5. Questionnaire for Pre-Test and Post-Test

Results and Discussion

The implementation results will provide information about the students' results before and after the learning process. Based on data processing, the results of the pretest and posttest on the understanding of the digital ethics aspect can be seen in the following table:



Table 1. Description of the results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	39	26.00	40.00	30.4103	3.32232
PostTest	39	28.00	40.00	33.3846	3.58810
Valid N (listwise)	39				

The descriptive statistics show data from 39 valid respondents for both pre-test and post-test. The minimum score increased from 26.00 (pre-test) to 28.00 (post-test), while the maximum score remained consistent at 40.00. The mean score improved from 30.41 in the pre-test to 33.38 in the post-test, indicating an overall increase of approximately 3 points after the intervention. The standard deviation slightly decreased from 3.32 to 3.59, suggesting a more consistent spread of scores in the post-test. This data suggests a positive impact of the Bedipoli intervention on students' understanding of digital ethics.

The prerequisite test was carried out with descriptive statistics and a normality test. The normality test used the Shapiro-Wilk significance value as follows: If the significance probability value (sig) is ≥ 0.05 , the data distribution is considered normal. However, the data distribution is deemed non-normal if the probability value (sig) is < 0.05 .

Table 2. Normality Test of PreTest and PostTest Data Results

Tests of Normality						
Kolmogorov-Smirnov ^a				Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.148	39	.032	.909	39	.004
PostTest	.208	39	<.001	.872	39	<.001

a. Lilliefors Significance Correction

The Shapiro-Wilk test results showed a non-normal distribution, with $p < 0.05$. As the normality test indicated that the data did not follow a normal distribution, a non-parametric test, namely the Wilcoxon Signed-Rank Test, was employed to compare the pre-test and post-test data. The Wilcoxon test was chosen to assess whether there was a significant improvement in students' understanding of digital ethics following the instructional intervention using Bedipoli.

Table 3. Wilcoxon Test Results on Pre-Test and Post-Test Data for the Improvement of Digital Ethics Understanding

Ranks				N	Mea	Sum of
PostTest	-	Negative	a	n Rank	Ranks	
PreTest				10	11.2	112.50
		Ranks		5		
		Positive	b	23	19.5	448.50
		Ranks		0		
		Ties		6 ^c		
		Total		39		

a. PostTest < PreTest

b. PostTest > PreTest

c. PostTest = PreTest

Test Statistics^a

PostTest - PreTest	
Z	-3.007 ^b



Asymp. Sig. (2-tailed)

.003

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

In this study, the hypotheses proposed are as follows: H_0 means there is no significant difference between PreTest and PostTest results, and H_a means there is a significant difference between the PreTest and PostTest results. Based on Table 3, the Wilcoxon Signed-Rank Test results show that 23 students had higher post-test scores, 10 had lower scores, and 6 had no change. The average rank for positive changes was 19.50, while for negative changes, it was 11.25. It indicates that most students improved their understanding of digital ethics after the intervention.

The analysis results indicate that, after performing the Wilcoxon test, 23 students improved their understanding of digital ethics. The Sig value (p) = $0.003 < \alpha = 0.05$, meaning there is a significant difference in digital ethics understanding before and after the implementation of Bedipoli in the 4th-grade classroom. Since $p = 0.003$ (less than 0.05), H_0 is rejected, and H_a is accepted, meaning there is a significant difference in understanding digital ethics before and after implementing Bedipoli as a learning medium.

Discussion

Previous research has highlighted the versatility and effectiveness of Monopoly-based educational games in addressing diverse learning objectives, from academic to social-emotional development. For example, (Prameswari, 2024) demonstrated that a tailored Monopoly game significantly improved students' English speaking skills at MTs Sunan Ampel, alleviating learning barriers through engaging and interactive methods validated by an 86.96% satisfaction rate among students. Similarly, (Fajrussalam, 2023). Their research on Kartapoli highlights the effectiveness of games in instilling moral values among children, particularly in the context of local wisdom and community-specific values. Their findings underscore the significance of moral literacy from an early age and the role of activities, such as games, in reinforcing responsible and disciplined behavior. (Soeki, 2021) found that Monopoly games, when paired with teacher creativity, had a significant positive impact on fostering empathy among elementary students at SD Inpres Oesapa in Kupang City. The game's structured and safe design, combined with innovative teaching strategies, encouraged students to develop social skills such as caring, tolerance, and mutual respect. These findings underline the adaptability of Monopoly as an educational tool capable of promoting both cognitive and affective competencies, supporting its use in fostering digital ethics among elementary school students in Purwakarta.

Building on these findings, this study aimed to explore how the principles demonstrated in prior research could be adapted to the context of digital ethics education. While previous studies focused on language skills and empathy, this study extends this approach to address the pressing need for fostering digital ethics among elementary school students. The implementation of Bedipoli, a customized educational Monopoly game, sought to evaluate its effectiveness in improving students' understanding of digital ethics.

The data analysis results before the implementation of Bedipoli indicated that out of 39 students, 18 who participated in the pre-test did not achieve individual mastery, scoring below the average. In other words, students' understanding of digital ethics before applying the learning medium was relatively low. After implementing Bedipoli, the data analysis showed that following the post-test, only 1 student failed to achieve individual mastery,



scoring below the average. This was due to the student being frequently distracted by the surrounding environment, such as leaving the classroom and not paying attention during lessons. Meanwhile, the rest of the students showed significant improvement, as they became more enthusiastic about learning with the support of a learning medium that made their learning activities more engaging. As a result, they were less likely to become bored and more focused on following the learning process.

In the study conducted by Permana (2023), one of the challenges identified is limited access to gadgets, as many students do not bring or own devices during digital literacy activities. Additionally, it was observed that many students ignored the material presented. This reflects some limitations in technology-dependent learning environments where access to gadgets is crucial.

In contrast, this study applied educational game tools that did not require gadget use, thus eliminating the need for students to bring devices. The learning process becomes more interactive and engaging when APE Bedipoli is utilized. This approach allows students to focus better during the lessons, as they are not reliant on screens or devices but actively participate through hands-on activities. As a result, students can enjoy the learning process and stay more attentive to the material presented.

Furthermore, the study conducted by Putra (2022), found that the Javanese language proficiency scores of fifth-grade students improved from the pre-cycle to cycle 1 and cycle 2, indicating that using Javanese language monopoly as a learning medium could enhance students' Javanese language skills. The consistent increase in the evaluation results of the fifth-grade students from the pre-cycle to the final cycle evidenced this. The success of Javanese language learning was attributed to the implementing of the Monopoly game as a learning medium for the Javanese language subject. Similarly, the findings of this study demonstrated an improvement in understanding digital ethics after applying the Bedipoli learning medium to fourth-grade students.

This is due to the crucial role that media plays in the learning process, improving students' learning outcomes. The use of learning media in the classroom is vital, especially because elementary school students are in the concrete operational stage, where material delivery with the aid of media can make learning more effective and engaging. Moreover, hands-on experiences provide the most comprehensive and meaningful impressions regarding the information and ideas contained in the experience, as the learning process engages students' senses.

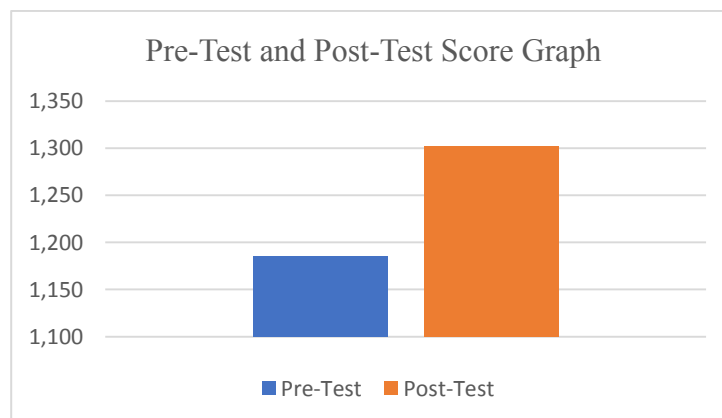


Figure 6. Pre-Test and Post-Test Score Graph



Based on the Pre-Test and Post-Test results graph, scores significantly increased after the learning process was implemented. The total Pre-Test score was 1,186, while the total Post-Test score increased to 1,302. This improvement indicates that the applied learning method successfully enhanced students' understanding of the material taught. Thus, this data supports the hypothesis that the learning provided through educational game tools (APE) can improve students' understanding of digital ethics compared to their understanding before the learning occurred.

The findings of this study have both conceptual and practical implications. From a conceptual perspective, the improvement in students' comprehension of digital ethics following the intervention with Bedipoli is notable. This outcome suggests that interventions can be effective in enhancing students' understanding of ethical issues associated with technology. From a practical standpoint, the results indicate that educators should consider integrating interactive media and experiential learning activities into their learning strategies. Teachers can facilitate students' understanding of digital ethics beyond traditional classroom settings by creating engaging learning environments.

Conclusion

The results revealed that initial assessments indicated a low understanding of digital ethics among students, with 18 out of 39 needing to demonstrate mastery before the APE implementation. However, post-implementation evaluations showed that only one student did not achieve mastery, with significant overall improvement and heightened enthusiasm for learning, highlighting the APE's effectiveness. The study's findings suggest that incorporating educational game tools (APE) into learning methods can significantly enhance students' understanding of digital ethics. This approach not only fosters a deeper appreciation for digital civility but also effectively promotes positive interactions in the digital space, thereby enhancing civic engagement and society at large.

Recommendation

For future research, it is recommended that smaller groups be formed so that each student bears greater responsibility for paying attention and comprehending the learning material more effectively. Additionally, educators should integrate interactive media and experiential learning activities into their teaching strategies to enhance the effectiveness and engagement of the learning process. Furthermore, digital literacy should be emphasized as a key area where technology can enhance student engagement by providing interactive materials for learning purposes. Teachers need to ensure that their teaching methods are accessible to elementary school students regardless of whether they have access to gadgets or not. Lastly, teachers must address the issue of limited gadget availability among students and find alternative ways to deliver material effectively without relying on devices during digital literacy activities. This could include using traditional textbooks with interactive elements or providing resources such as online tutorials that elementary school students can access remotely.

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