



The Use of Monopoly as a Learning Media to Teach Students' Reading Skills

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Abstract: The learning of reading skills is one of the important aspects in mastering the Arabic language. However, the lack of motivation and student engagement in the learning process often becomes an obstacle in achieving learning goals. Therefore, innovation in the use of learning media is needed to enhance student motivation and interactivity. This study aims to 1) determine the use of Monopoly media in teaching reading skills to students at MTs Islamiyah Malang and 2) identify the supporting and inhibiting factors in the use of Monopoly media in this learning process. The research employs a qualitative descriptive approach using observation, interviews, and documentation methods to collect data. The research subjects are teachers and students of MTs Islamiyah Malang who are directly involved in the learning process. The results indicate that the use of monopoly media in teaching reading skills has a positive impact on students' motivation and engagement. This media makes learning more interesting and interactive, thereby motivating students to actively participate in reading Arabic texts. Additionally, teachers find the structured gameplay helpful in delivering material more enjoyably. The supporting factors for using monopoly media in teaching reading skills to MTs students are 1) high student interest in game-based learning media, 2) attractive learning material design, and 3) available learning facilities at school. Meanwhile, the inhibiting factors include 1) limited instructional time, 2) differences in students' abilities, and 3) technical constraints.

Keywords: Monopoly, Learning Media, Reading Skills

INTRODUCTION

The learning process is an activity between teachers and students aimed at achieving learning objectives. The success or failure in achieving these objectives is determined by the teacher, as the teacher is not only responsible for delivering lessons but also for guiding students to grow and develop in terms of their attitudes, physical well-being, and mental state. In the teaching and learning process, the teacher must create an enjoyable learning atmosphere so that students do not quickly feel bored or fatigued (Fatmawati 2021). Given the immense responsibility held by a teacher, a teacher needs to realize that they serve as a frontline practitioner directly implementing education. The use of teaching media in the learning process can inspire new desires and interests while also fostering motivation among students during the teaching and learning process (Nurfadhillah et al. 2021).

Arabic language learning is an essential aspect of developing linguistic competence, especially within Islamic educational environments. Arabic not only serves as a means to understand religious texts such as the Qur'an and Hadith but also opens opportunities to access the treasures of classical Islamic knowledge. In the modern context, learning Arabic offers additional benefits in communicating with the global community, considering that many Arabic-speaking countries have significant influence in the fields of politics, economics, and culture (Yamin 2023).

The teaching of Arabic in Indonesia has a long historical foundation, primarily due to the influence of Islam, which entered the archipelago as early as the 7th century. Arabic has been taught as an integral part of Islamic education, both in pesantren (Islamic boarding schools), madrasas, and other religion-based schools (Sa'diyah and Abdurahman 2021). In its development,

Arabic is not only studied as a religious language but also as an international language of communication and science.

In the modern era, Arabic language learning in Indonesia has undergone various innovations to meet the needs of the times. Different teaching methods have been developed, such as the qawa'id wa tarjamah method (grammar and translation), the direct method (thariqah mubasyarah), and the communicative approach. In addition, educational technology is increasingly being utilized, such as the use of online learning applications, interactive media, and educational games to attract students' interest (Jannah and Safitri 2021). These approaches help create learning that is more engaging and relevant for the younger generation. However, Arabic language learning in Indonesia still faces several challenges. Some of these include the lack of truly competent educators, limited facilities and infrastructure, and the low motivation of students to learn the language. Nevertheless, efforts to overcome these challenges continue, through teacher training, the development of innovative curricula, and collaboration with international institutions. With these various efforts, it is hoped that Arabic language learning in Indonesia can continue to develop and make a significant contribution to the education sector (Nurcholis and Hidayatullah 2019).

In developing students' abilities, according to (Wening, Ekowati, and Dananti 2024), teachers should at least have the ability to supervise, guide, and develop students' competencies, whether personal, social, or managerial. However, in reality, many teachers have not carried out their duties properly. One of the inhibiting factors is the teachers' own ability to support the implementation of their tasks. This ability includes, among other things, the use, provision, and mastery of learning media. According to (Afandi 2022), one of the factors related to teaching adaptation is instructional media. Teachers need to master this instructional media so that they can deliver learning materials to students effectively, efficiently, and successfully.

Learning media refers to anything that can be used to deliver information or messages during the learning process, thereby stimulating students' attention, interest, and understanding (Wasiyah et al. 2023). Learning media include tools, materials, or techniques used to deliver lesson materials, whether visual, audio, or audiovisual. The primary goal of using learning media is to facilitate the delivery of information by educators and to help students understand the material more effectively and efficiently (Intaniasari et al. 2022).

Learning media is one of the key factors that play an important role in the teaching and learning process. The use of learning media in this process can foster new interests and desires, stimulate motivation, and even have a psychological impact on learning. The use of learning

media during the orientation phase of teaching greatly aids the effectiveness of the learning process and the delivery of messages and lesson content (Restyana, Sri Suneki, and Murniati 2023). With the use of learning media, teachers can redirect students' attention to prevent them from getting bored and tired during the teaching and learning process (Isnaini Naffi'an, Handayani, and Rakhmawati 2024). According to (Wulandari et al. 2023), given its role in the context of learning, media is a crucial component that requires the attention of teachers. Teachers must recognize the importance of media in facilitating the teaching and learning process, which will assist students in their learning. Therefore, the selection of media must be truly appropriate so that the desired learning objectives can be easily achieved. By utilizing learning media, it will support effectiveness, efficiency, and attractiveness in the learning process.

The use of instructional media offers many advantages in the learning process. It can increase students' interest, clarify the delivery of materials, and make the learning process more engaging and interactive. Furthermore, instructional media can bridge the limitations of teachers' verbal explanations, making it easier for students to understand abstract concepts (Zainuri and Jannah 2021). Learning media also serve to accommodate various student learning styles, such as visual, auditory, or kinesthetic, thereby enhancing motivation and learning outcomes.

Here are several types of instructional media commonly used: 1) Visual media are tools that convey information through visual perception. Examples include pictures, graphics, diagrams, maps, posters, and photographs. This type of media is highly effective in clarifying abstract concepts, making them more concrete. Through visualization, students can understand the material more quickly and engagingly (Kustandi et al. 2021), 2) Audio media are tools that deliver messages through hearing. Examples include voice recordings, radio, and podcasts. This type of media is suitable for helping students with auditory learning styles, especially in subjects that require listening skills, such as foreign languages or music (Sholihah, Supardi, and Hilmi 2022), 3) This audiovisual media combines visual and audio elements, such as educational videos, animations, and educational films. Audiovisual media is often used because it can create an interactive and enjoyable learning atmosphere. Additionally, this media can capture students' attention and help them understand the material more deeply (Raudatussolihah 2022), 4) Interactive media involves students actively in the learning process. Examples include educational applications, educational games, and computer-based simulations. This media is suitable for developing cognitive skills and providing a deep learning experience through direct interaction, 5) Environmental-based media, this media utilizes the

surrounding environment as a learning resource, such as visits to museums, parks, or field observations. By using environmental-based media, students can learn through direct experiences, making their understanding of the material more contextual.

Monopoly is a board game designed to simulate economic activities such as buying, selling, and managing properties. The game was created by Elizabeth Magie in the early 20th century but gained global popularity after being produced by Parker Brothers in 1935. In Monopoly, players compete to accumulate wealth by purchasing properties, building houses and hotels, and charging rent to other players who land on their properties. The game uses paper money as a transaction tool, which also helps players understand basic financial concepts.

In addition to being a form of entertainment, Monopoly has significant educational value. This game teaches skills, strategies, and decision-making. In the context of education, Monopoly can also be used as an interactive learning medium. Monopoly also has a competitive aspect that can lead to conflicts between players, especially if there are no clear rules or a lack of sportsmanship. Even so, this aspect can serve as a valuable lesson in managing emotions and learning to respect rules. In recent years, Monopoly has evolved into various forms, including digital versions and special editions tailored to specific themes. This demonstrates that Monopoly remains relevant and popular as a classic board game that is both educational and entertaining.

In the context of learning, Monopoly can be modified into an educational medium designed to deliver specific lesson materials (Lestari, Dewi, and Hasanah 2021). This media provides an enjoyable learning experience through competition and interaction among players, allowing students to understand the material in a more relaxed yet effective way.

Here are some benefits that can be gained from the Monopoly game: 1) Enhancing learning motivation, the Monopoly game creates a fun competitive atmosphere, encouraging students to actively participate. They learn while playing, making the learning process more engaging and less monotonous; 2) Developing critical and strategic thinking skills: In Monopoly, players must make decisions involving strategy and analysis, such as when to buy properties, when to sell, and how to manage money. This can help students sharpen their critical thinking skills; 3) Supporting collaborative learning, Monopoly involves interaction between players, which can encourage students to work together, engage in discussions, and solve problems collectively. This aligns with the cooperative learning approach that emphasizes teamwork among students; 4) Media for language learning: In language learning, Monopoly can be modified by adding elements such as question cards or instructions in the target language (e.g., Arabic or English). Students are

required to read, understand, and respond in the language, which helps improve their reading, speaking, and listening skills.

Reading skills are one of the four language skills in Arabic learning, which include the ability to understand, analyze, and derive meaning from Arabic texts (Syukran, Bengi, and Husna 2022). Reading skills do not only involve the ability to read but also include the ability to analyze, interpret, and connect the information read to a broader context. These skills are essential in learning the Arabic language as they form the foundation for understanding Arabic texts, Arabic literature, and other written communications (Albab 2024).

One of the main purposes of reading is to acquire information. Through reading, a person can gain knowledge, facts, data, and new information on various topics, whether in the context of education, work, or daily life (Rosidah, Azizah, and Deviana 2023). Reading also aims to understand and interpret the text being read. Through good comprehension, one can uncover the meanings, ideas, messages, and concepts contained in written texts. This ability allows individuals to develop insight, broaden their thinking, and sharpen critical thinking skills. In addition, reading regularly helps to develop vocabulary and expand understanding of the language. Through consistent reading, a person can acquire new vocabulary, idioms, phrases, and language constructions that enhance communication and writing skills (Haqiqy, Muassomah, and Mufidah 2024). Reading can also help in developing imagination and creativity. Through reading fiction, poetry, or other literary works, one can imagine new worlds, fascinating characters, and inspiring stories. In reading, one needs to identify important information, recognize the relationships between different ideas, and evaluate the arguments presented in the text. These abilities enhance critical and analytical thinking skills (Fauzia, Slamet, and Gunawan 2020).

The teaching of reading skills in schools is generally still conventional, where teachers use the lecture method and take turns reading texts in class. This method is sometimes less engaging for students, leading to low learning motivation (Noormalasari, Makhshun, and Warsiyah 2023). Arabic language learning for beginners presents its own challenges due to differences in accents, grammar, and sentence structures compared to other languages. This becomes a significant task for educators, especially given the perception that learning Arabic is difficult. Such perceptions often lead to a lack of enthusiasm among students in participating in Arabic language lessons (Taufik et al. 2023). In addition, a common challenge faced is the lack of variety in the learning media used by teachers, causing students to feel bored and struggle to understand Arabic texts (Febrianingsih 2021). Therefore, innovation in teaching

reading skills is essential to enhance students' interest and abilities.

The use of monopoly media in teaching reading skills offers many advantages. This media can create a fun, interactive, and competitive learning atmosphere, which helps boost students' motivation to learn. Moreover, Monopoly can be modified with content related to reading skills materials, such as vocabulary, grammar, or text comprehension, allowing students to learn while playing. This media also enables students to learn in groups, thereby enhancing their social and collaboration skills (Elfiza 2020).

The advantages of using Monopoly as a learning medium for reading skills include: 1) Enhancing motivation and interest in learning, the Monopoly game can increase students' motivation to learn reading due to its competitive and enjoyable nature. When students feel engaged in the game, they are indirectly encouraged to understand words or texts related to the steps in the game; 2) Vocabulary reinforcement, In the modified Monopoly game for Arabic language learning, each box or card can contain new vocabulary that students must understand. This helps them expand their mastery of vocabulary (mufradat), which is a crucial foundation for reading Arabic texts; 3) Text comprehension exercises, for example, challenge cards in the game can contain excerpts of verses, hadiths, or short sentences that students must read and understand before continuing the game. This trains students to read with comprehension in a specific context; 4) Reading practice with context: Monopoly provides a real context for students in reading. When students read the instructions or information on the cards, they learn to connect what they read with real actions in the game. This helps them develop more meaningful and applicable reading skills.

Cooperative learning involves dividing students into small groups consisting of no more than six people, allowing them to learn and work together with individuals from diverse groups (Putri 2019). To complete the lesson, students work in groups and collaborate, which is one of the characteristics of cooperative learning (Sardi, Ahmad, and Rauf 2022). Students answer questions that are packaged in the form of a game and work together with their group to earn points for their team. Teachers can design the game in the form of a quiz, for example, with questions related to the lesson material. This learning model can serve as a reference because it encourages the involvement of all students without differentiating between their statuses, involves students as peer tutors, and incorporates elements of games and reinforcement from the teacher (Novita, Taubah, and Syaifullah 2024).

Research conducted by Utami shows that the use of game-based media, such as Monopoly, can stimulate Arabic language learning that is easier and more enjoyable for students (Utami 2020). Moreover, research conducted

by Anwar shows that the use of monopoly game media can improve students' learning outcomes in science lessons (Anwar, Latri, and Faisal 2022). Another study by Noormalasari found that the bogasa media (giant Arabic board game) can improve the Arabic reading skills of high school students (Noormalasari et al. 2023).

The research conducted by Taqiyah states that Monopoly learning impacts the vocabulary comprehension of 10th-grade students at the bilingual MA (Taqiyah and Junwangi 2024). Based on these studies, the use of Monopoly media in reading skills learning at MTs Islamiyah Sukopuro Malang is expected to have a similar positive impact.

Based on the background that has been presented, the purpose of this study is to describe the use of Monopoly learning media for reading skill instruction among students at MTs Islamiyah Sukopuro Malang, as well as the supporting and inhibiting factors in the use of Monopoly learning media for reading skill instruction at MTs Islamiyah Sukopuro Malang.

METHOD

This study uses a qualitative approach with a case study research type. This study aims to investigate the use of monopoly learning media in reading skills instruction for 8th-grade students at MTs Islamiyah Sukopuro Malang. The subjects of this study are 8th-grade students selected through purposive sampling, consisting of 30 students, both male and female. The data were collected through observation, interviews, and documentation. The observation was conducted to examine the learning process using monopoly media, while the interviews were carried out with the Arabic language teacher and several students to gain deeper insights into their perceptions and experiences with the use of this media. The data obtained were analyzed descriptively to illustrate the use of Monopoly media and the factors that support and hinder the reading skills learning process using this media. The data analysis is based on the theory of Miles and Huberman, which involves three stages: data reduction, data presentation, and conclusions.

RESULT AND DISCUSSION

The Use of Monopoly as a Learning Media for Teaching Reading Skills to Students at MTs Islamiyah Sukopuro Malang

The research results show that the use of monopoly-based learning media in teaching reading skills to students at MTs Islamiyah Sukopuro Malang has a positive impact on both the learning process and outcomes. The monopoly media, specifically designed to support the teaching of Arabic reading skills, successfully creates an interactive and enjoyable learning environment. The activity of playing Monopoly provides students with an opportunity to learn while playing,

making them more motivated to engage in the learning process. This game integrates elements of reading, understanding, and answering text-based questions in Arabic, which directly enhances students' reading skills. This is in line with Adhalia's research findings, which state that the use of visual learning media can enhance students' ability to solve problems, think creatively, and reason (Adhalia and Susianna 2021).



Figure 1. Monopoly media

This Monopoly game is designed in a square shape with a size of 50x50, consisting of a total of 40 squares divided into various categories. Each square contains elements that serve to train and test students' understanding, such as vocabulary, direct questions, commands, as well as special squares that include Chance and Community Chest. The vocabulary within is related to the learning topics, while direct questions test students' knowledge more specifically. The command squares provide instructions for students to perform certain activities or tasks, while the Chance and Community Chest squares present additional challenges that can impact the game's progress.

Each box that is answered correctly will award points as a recognition of the students' understanding. On the other hand, if the student fails to answer, their points will be deducted according to the rules of the game. With this point system, the game becomes more competitive and encourages students to keep striving to earn as many points as possible. At the end of the game, the student with the highest score will be announced as the winner, reflecting their understanding in mastering the vocabulary and material taught. This Monopoly game is not only fun but also provides a deep educational challenge for

students, effectively combining elements of play and learning.

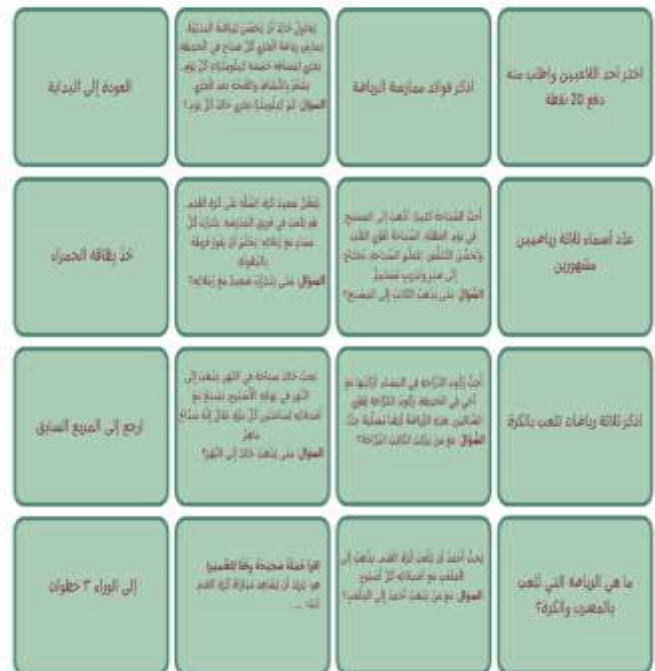


Figure 2. General Fund Card



Figure 3. Chance Card

This Monopoly game is specifically designed to support language learning by integrating various elements that train students' language skills. The game includes twenty "general fund" cards and twenty "Chance" cards containing various instructions, short texts, questions,

grammar rules, conversation completion tasks, and word or sentence translation exercises. Additionally, the game features a single die used to determine players' moves and four tokens to mark each player's position on the game board. To assist users, the game also comes with a guidebook explaining the rules and how to play this version of Monopoly.

During the game process, students will read the text on the cards and discuss with their group members to understand the meaning or find the correct answers. Through this activity, students are trained to infer the meaning of words or sentences based on the context provided in the game. In addition, this game also enhances students' ability to translate sentences on the cards and practice speed reading to identify key information. Thus, this Monopoly game not only provides an enjoyable learning experience but is also effective in improving students' reading and language comprehension skills.

This Monopoly game covers three topics: sports, professions, and visiting the sick. The first topic, sports, includes various physical activities and terms related to the world of sports. This material not only expands students' vocabulary but also provides insight into the importance of maintaining physical health through physical activities. The second topic, professions, introduces different types of jobs along with their roles in everyday life, so that students can understand how various professions are interconnected and support one another in society. Additionally, students learn about terms related to these professions, such as work tools, workplaces, and the responsibilities of each profession. Lastly, there is a topic about visiting the sick, which focuses on values of empathy, vocabulary, expressions, and prayers used in such situations. These three materials are designed to complement each other, ensuring that students receive comprehensive learning. Through this Monopoly game, they not only have fun but also enrich their Arabic language knowledge in a meaningful and relevant real-life context.

In its application, the monopoly media is implemented through several stages. The teacher first provides an explanation of the game rules and the learning objectives to be achieved. After that, students are divided into small groups to play monopoly. Each group must read question cards containing Arabic texts and answer questions related to the text to proceed with the game. The activity of reading Arabic question cards and answering relevant questions encourages students to better understand the text while also enhancing their analytical skills. Each card has a point value, and the student with the highest points becomes the winner. The observation results show that this approach can enhance students' enthusiasm and participation, which were previously passive when using conventional teaching methods such as lectures. Thus, the monopoly media is not only effective

as a learning tool but also capable of creating a learning environment that motivates students to be more active in the learning process (Sihotang 2022).

The process of using this language Monopoly media is not much different from the general Monopoly media. The difference between the language Monopoly media and the regular Monopoly lies in its use. Language Monopoly media does not use properties like houses commonly found in standard Monopoly games. Instead, it only uses question cards, community fund cards, and chance cards. The board used in the language Monopoly media is developed with illustrations tailored to the needs of teaching Arabic reading skills in middle school.

The systematic structure of the learning model created using Monopoly media is as follows: 1) learning can be transformed into an engaging learning experience that presents the material in an interesting classroom setting, 2) students can easily understand the learning material, 3) the learning concept aims to train students in the ability to cooperate with their peers, 4) students will feel that the learning process is not monotonous and engaging, yet still focused on the learning material, because the material is presented briefly using question cards, opportunity cards, and general fund cards, complete with the rules of the Monopoly media, 5) if used in the assessment process, teachers can apply it at the end of the material.

The results of the study indicate that the use of monopoly media in teaching reading skills is not only effective in improving students' reading abilities but also has a positive impact on other aspects, such as collaboration and communication. The monopoly media facilitates collaborative learning, where students can discuss in groups to understand the text and solve challenges. This discussion process encourages students to share ideas, listen to their peers' opinions, and find solutions together, thus honing their teamwork skills (Heronica 2024). Moreover, the interaction between students during the learning process using this media also helps improve communication skills. Students learn to express their opinions clearly and listen to feedback from their peers, which are essential skills in social and academic life.

The role of the teacher as a facilitator is also a key factor in the success of learning with this medium. Teachers not only provide technical guidance on how to play but also assist students who have difficulty understanding texts or answering questions. With guidance from the teacher, students feel more confident and supported in overcoming their learning obstacles. The teacher's main role is to guide, nurture, educate, and provide direction in delivering lessons so that students can explore their interests and abilities according to their potential (Lailatul Inayah et al. 2024).

Learning using monopoly media creates a dynamic, interactive, and participatory classroom atmosphere. This media transforms the usually monotonous reading lessons into more engaging and enjoyable activities, motivating students to learn more effectively. This indicates that innovative media like monopoly can be an effective alternative in teaching language skills.

The Supporting and Inhibiting Factors in the Use of Monopoly Learning Media for Learning Maharah Qiroah in MTs Islamiyah Sukopuro Malang Students

The research results indicate the presence of various supporting factors that influence the success of using monopoly media in reading skill learning at MTs Islamiyah Sukopuro Malang. The first supporting factor is the high interest of students in game-based learning media. Based on the results of interviews with students, they feel more motivated to learn because the Monopoly game creates a fun learning atmosphere and is not monotonous. This is in line with the learning theory which states that an enjoyable learning atmosphere can enhance students' attention and engagement in the learning process (Tabriji 2025). Moreover, the interactive nature of the Monopoly game provides a unique learning experience. This interactivity not only makes students more active in the learning process but also helps them better understand the material, particularly in developing their skills in reading Arabic texts. This improved understanding occurs because the game allows students to learn through hands-on practice, collaboration, and repetition in a healthy competitive environment. From the perspective of learning psychology, the success of this medium can also be explained through the principles of experiential learning (Khoirunnisa, Sujiran, and Noerudin 2023). Through active involvement in the game, students can easily process information, remember, and apply what they have learned. Thus, using Monopoly as a learning medium enhances motivation and contributes to the overall improvement of students' learning outcomes.

Second, is the design of learning materials that are interesting and relevant to the curriculum. The teacher prepares question cards based on contextual themes that align with the student's needs. The texts used contain new vocabulary that enriches the students' knowledge, while still being adjusted to their level of understanding. By gradually adding new vocabulary, students have the opportunity to expand their knowledge without feeling overwhelmed. This strategy enables learning to occur progressively, allowing students to feel challenged while still being able to overcome difficulties. This approach aligns with the principles of effective learning, which emphasize balancing challenge and comfort in the learning process (Syafi'i, Musfichin, and Faridah 2024). When the material is too easy, students tend to get bored; on the other hand, if it is too difficult, they lose motivation. By

designing material that matches the students' abilities, teachers create a conducive learning environment and encourage active participation.

Three learning facilities at the school also play an important supporting role. The madrasa has provided adequate resources, such as conducive classrooms and access to create teaching media. These facilities make it easier for teachers to implement monopoly media as part of the teaching strategy.

However, this study also found several inhibiting factors in the use of Monopoly media. The first inhibiting factor is the limitation of learning time. In a single learning session, the available time is often insufficient to complete the Monopoly game fully. As a result, some students feel they are missing the opportunity to fully participate in learning activities, which prevents the potential benefits of this method from being fully achieved. This situation presents a challenge for teachers in managing time effectively. Teachers need to find solutions, such as modifying the rules of the Monopoly game to fit the available learning duration. For example, by shortening the number of game rounds, setting a time limit for each game session, or focusing the game only on certain aspects relevant to the learning objectives of reading skills. Moreover, teachers can divide the game session into several stages to be continued in the following meetings. This way, students still have the opportunity to participate, and the continuity of the game can maintain their enthusiasm and engagement. Proper time management not only helps improve the effectiveness of learning but also provides students with an enjoyable learning experience (Sabri et al. 2022).

The second inhibiting factor is the difference in students' abilities to understand the game. Some students require more time to understand the rules of the Monopoly game, especially those related to the integration of reading material. This leads to differences in participation levels among students, where those who grasp the rules more quickly tend to be more active than others. This difference reflects the diversity in cognitive levels and learning speeds among students, which is commonly found in group-based learning processes. As a result, the group dynamics become less balanced, and the potential benefits of cooperative learning are not fully realized. To overcome this challenge, this study presents concrete efforts in the form of additional explanations that are more directed toward students who need them, as well as modifications to the difficulty level of the questions. This approach not only helps students understand the rules of the game but also creates a more inclusive learning environment. By providing questions tailored to the student's abilities, each participant can feel actively involved in the game, regardless of their initial skill level. From the perspective of cooperative learning theory, this strategy aligns with the principle of scaffolding, which involves providing

additional support to students until they are able to learn independently (Fatkhurrozy 2024). This is also in line with the differentiated learning approach, which emphasizes the importance of adapting the learning process to meet the individual needs of students (Ibrahim and Haerudin 2024). Thus, the steps taken have successfully reduced the participation gap and ensured that all students benefit maximally from the learning process.

Besides that, technical constraints also become a significant hindrance. The monopoly media used sometimes experiences damage, such as missing game cards or incomplete game boards. This affects the smoothness of the learning process, especially if the teacher does not have backup media. Therefore, efforts are needed to maintain the completeness and quality of the monopoly media so that it can be used repeatedly.

The supporting and inhibiting factors identified in this study provide a clear picture of the effectiveness of monopoly media in teaching reading skills. Despite some challenges, the benefits of using this medium to enhance students' motivation and reading skills remain significant. This study recommends that teachers continue to develop creativity in utilizing learning media while anticipating potential obstacles to ensure a more optimal learning process.

CONCLUSION

This study shows that the use of Monopoly games as a learning medium for reading skills at MTs Islamiyah Malang can enhance students' motivation and engagement in the learning process. Through an enjoyable approach, students find it easier to understand reading materials, as the game integrates elements of competition and collaboration that support active learning. Additionally, the Monopoly game also provides space for students to practice independently and in groups, allowing them to develop their reading skills more engagingly.

However, in its implementation, several supporting and inhibiting factors need to be considered. The main supporting factors are the high enthusiasm of the students towards the game, the attractive learning material design that is tailored to the learning objectives, and the adequate learning facilities at the school. On the other hand, the inhibiting factors found are the limited time for implementation, the differences in students' abilities, and technical obstacles, such as if some components like dice or tokens are missing, it could become an issue in the game.

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