

associated with the monopoly SNI game. The result can be seen in Table 1.

Table 1. The results of participants' perceptions related to the Monopoly SNI Game

No	Variables	Level of agree (%)				
		1	2	3	4	5
1	the Monopoly SNI is interesting game to played	0	6	22	53	20
2	the Monopoly SNI is game which easy understood and played	0	0	20	53	27
3	Display of game of the monopoly SNI is colorfull and shapes attractive	0	0	18	53	29
4	Discussion about SNI which listed on the game is attractive	0	0	33	45	22
5	Discussion about SNI which listed on the game is clear and easily understood	0	0	9	55	36
6	Game of SNI is very useful for providing information and to getting knowledge about kinds of SNI	0	0	9	46	45

Source: [4]

From Table 1, shows that 73% of participants had agreed and strongly agreed that the game is interesting, 80% of participants stated the game is easy to understood and played, 82% of participants stated the game is full of color and interesting shape. Perception further stated that 67% of participants expressed a discussion of SNI in this exciting game, and 91% of participants stated that SNI discussion on this game is clear and easy to understand, and most important that 91% of participants stated that the game SNI is very useful in providing information and knowledge related with standards and kinds of SNI.

From the results of descriptive statistics, one might say that the learning media on education about the standardization through games of this kind could succeed in introducing to the public about the standards and SNI.

### Evaluation of Learning Process on Standardization Subjects

On the other hand, we also need to evaluate the learning process on standardization subject itself. It is known that as elective courses, from point of view related with the number of students, it can said that it has been achieved participants for odd semesters 2011/2012 number of 46 students. number of participants was increased compared with the previous semester namely a number of 22 participants. Implementation of evaluation of the learning process conducted by the Quality Assurance unit-UBAYA for each lecturer at each faculty, and the results of evaluation of standardization subject can be seen in Table 2.

Table 2. Results of Evaluation for Learning process of Standardization subjects

Kode MK	KP	Nama MK	IPK MK	IPK Dosen
638031	A	STATISTIKA INDUSTRI II	K = 3.81	K = 3.80
638031	B	STATISTIKA INDUSTRI II	K = 3.81	K = 3.80
638151	-	STANDARISASI	K = 3.65	K = 4.00
638161	-	MANAJEMEN KUALITAS	K = 3.72	K = 3.80
638204	-	SISTEM MAN. K3 OHSAS 18000	K = 3.93	K = 4.00

From Table 2, the performance index for the standardization subjects can be explained as follows: (a) for the teaching material and learning process got a score of 3.65, and (b) for teachers got the maximum score of 4. For the teaching material and learning process did not get maximum score due to some of student have delivered complaints related with implementation the project assignment namely most of consuming time, so that makes the task of another subjects a bit neglected. However, in general most of the students stated that this event is very interesting and they hope can be implemented for next year. They also said that the method of teaching is very interesting, let alone taught by lecturers who are competent in their field.

### Conclusion

Although to be further improved, the learning media through game such as the monopoly SNI for teaching about standardization is very interesting, and hoped could be developed again to look for another media which suitable both for level of school and public in order to accelerate socialization of standardization in the community.

### Daftar Pustaka

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Figure 2. Implementation of the Monopoly SNI Games



Figure 5. Participants cut out a paper in accordance form with the requirement



Figure 3. Participants looking for Answers the question in the Standardization book



Figure 6. The committee play role as a testing agency (conformity assessment)



Figure 4. Participants Drawing shapes using a ruler which calibrated internally



Figure 7. The committee play role committee as a financial institution (Bank)