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Development of Games Book Media in Reading Interest in PKn Learning Class IV Private Elementary School Bakti 1

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ABSTRACT

This research is a research and development (Research and Development) that produces a product in the form of learning media in the form of Games Book on the material of religious diversity for fourth grade students of Bakti 1 Private Elementary School. This study aims to determine the process of developing Games Book learning media and determine the level of practicality of the developed media. The development model used is the 4D model which includes the Define, Design, Develop, and Disseminate stages, but in this study it was only carried out up to the Develop stage. The development process was carried out through validation by experts, product revisions, and limited trials with students. The validation results showed that the games book learning media received a very valid assessment from media experts of 100% and from material experts of 96.6%. In addition, the results of the practicality test showed a percentage of 84% from students and 96% from teachers. This shows that the developed games book learning media is feasible and practical to use in the learning process of fourth grade students of Bakti 1 Private Elementary School.

Introduction

Pancasila and citizenship education should not only be a vision and mission, but should also be the goal of national education, playing a crucial role in fostering patriotism and love for the homeland in students from an early age. The development of human thought processes in determining the meaning and understanding of education continues to evolve over time. This change is driven by various discoveries and changes in the field, particularly due to the increasing number of components within the education system. The development of the thinking of experts, administrators, and observers of education has resulted in new theories. Education is a fundamental aspect in human resource development. In the context of basic education, literacy learning plays a crucial role because it provides the foundation for students to develop critical thinking, communication, and information comprehension skills.(Sukmawati, 2023). Education is a conscious and planned effort to realize the learning process so that students can actively develop their potential to have spiritual strength, self-control, personality, intelligence, morals and skills.(Nurjanah & Cahyana, 2021)Education in Indonesia aims to produce a young generation that is not only academically intelligent but also possesses good character and understands the national values and personality reflected in Pancasila. Pancasila, which is the foundation of the state and the Indonesian nation's philosophy of life, plays a crucial role in shaping the character and moral values of students.(Dahnial, 2024). Development is a type of study in the field of education. Within the field of education, there are three categories of research: quantitative research, qualitative research, and development research. Development is a planned process of creating, designing, and evaluating a product to achieve desired results. Development research is a type of research often used to evaluate products. Elementary school reading interest is an important focus in various studies. Learning media can also motivate students to read. One way is to use

interactive visual media, such as reading stories with pictures and engaging in various interactive activities in picture books. By engaging in these activities, students will be more enthusiastic and active in participating in the learning process.(Langi & Setyaningtyas, 2022).

Game books are one medium that can stimulate students' interest in reading. With luck, students will be inspired to learn Indonesian through game books and develop their own creative approaches to the language. Game books make learning fun and spark students' interest in reading, thereby improving their learning outcomes by ensuring they retain and apply course content over time. (Nopita & Afendi, 2024)Several previous studies have shown that game books, as a learning medium, have the potential to increase student engagement and motivation. Game book-based learning media is a book-based medium designed to effectively support the learning process. This medium not only serves as a means of learning material through games but also helps increase student reading interest and engagement.(Septiana et al., 2025). Based on several previous studies, it can be concluded that game-based learning media, including Game Books, have proven effective in increasing students' attention, motivation, and understanding. However, previous studies have focused on other subjects, such as Indonesian or Social Studies, and not many have developed game-based books to increase reading interest in Civics learning, especially for fourth-grade elementary school students. Furthermore, most studies still focus on the use of media, rather than systematically developing the process. Therefore, this research is needed to address this gap by developing Game Book media specifically designed for Civics learning and capable of increasing students' reading interest.

Research Methodology"

Research and development (R&D) is a method used to produce a specific product and test its effectiveness. To produce a specific product, research is needed that analyzes needs and tests the product's effectiveness so that it can function in the wider community. Therefore, research is needed to test the product's effectiveness.(Slamet, 2022). According to(Muqdamien et al., 2021)Saying that the R&D method is a research method that produces innovation, either a new product or developing an existing product to make it more attractive, in accordance with the learning objectives of a particular topic. In this study, the researcher used a 4-D (Four D) development model to design learning media in the form of a game book. This model was developed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974. The 4-D model is a development model that can be used to design various types of learning media. This model consists of four main stages: define, design, develop, and disseminate. These four stages serve to identify learning needs, design learning tools, develop the tools, and disseminate them. Based on the approach model above, the researcher limited this research to 3D because the 4D development model was chosen because it provides systematic and simple steps for developing learning media. Through the Define and Design stages, researchers can analyze needs and design media according to learning objectives. The Develop stage helps validate and revise the media to ensure it is suitable for use. The Disseminate stage allows for limited trials of the media to determine its suitability in the classroom.

Results and Discussion

Teacher and Student Interview Results

Based on observations conducted by researchers in fourth-grade students at Bakti I Private Elementary School, it was found that students' reading interest in Civics learning was still relatively low. Many students showed little interest in reading the material, evident in their habit of skimming without understanding the content and their lack of enthusiasm when given text-based assignments. Furthermore, teachers still used conventional learning media, such as textbooks and worksheets, which failed to adequately stimulate students' curiosity. These field findings support previous research findings that suggest game-based media can help increase students' attention and engagement in reading. Learning through play is a systematic learning activity presented in a fun way through play.(Gapinski, 2021)This shows that the use of Game Books has the potential to be the right solution to the problems that occur in fourth grade, especially because this media combines reading, activities and challenges that are in accordance with the learning characteristics of students in elementary school. To address students' low reading interest in Civics (PKN) learning, learning media are needed that can attract attention, increase engagement, and provide a fun learning experience. One solution that can be implemented is the development of Games Book, a game-based media that combines reading activities with educational challenges tailored to the characteristics of elementary school students. This media is designed so that students not only read the material but

also interact through games that strengthen their understanding of Civics concepts. Thus, Games Book is expected to be an effective media innovation to increase reading interest while supporting a more active and meaningful learning process.

Student Characteristics Analysis

Based on the interview data conducted by the researcher with the fourth-grade homeroom teacher of Bakti 1 Private Elementary School, the number of fourth-grade students is 29, with 17 boys and 12 girls, with an average age of 10 years. At that age, students need learning in an interesting and enjoyable atmosphere so that the learning process does not become monotonous and boring for them. Therefore, it is necessary to use learning media that can support learning.

Media Expert Questionnaire Test Results

Media validation was carried out by Mr. Salman Alparisi Efendi, S.Pd., M.Pd. which was carried out on January 22, 2026. The results of the assessment show that based on the recapitulation of the validation results by media experts, it can be seen that the total score obtained is 100%. So the percentage of the results of the assessment of the development of Games Book learning media from media experts is as follows:

Table 1. Media Expert Validation Results

Validator	Total Score	Maximum Score	Percentage	Criteria
Salman Alparisi Efendi, S.Pd., M.Pd.	60	60	100%	Very Valid

$$Validasi\ (V) = \frac{Total\ Skor\ Ahli\ Validasi}{Total\ Skor\ Maksimal} x100\%$$

$$V = \frac{60}{60} x100\%$$

V=100%

Results of the Subject Matter Expert Questionnaire Test

The validation of the material was carried out by Bakti 1 Private Teachers on February 10, 2026. The results of the assessment showed that based on the recapitulation of the validation results by the material experts, it can be seen that the total score obtained was 96%. So the percentage of the assessment results for the Games Book learning media from the material experts is as follows:

Table 2. Results of Material Expert Validation

Validator	Total Score	Maximum Score	Percentage	Criteria
Class Teacher at Bakti 1 Private Elementary School	58	60	96.6%	Very Valid

$$Validasi\ (V) = \frac{Total\ Skor\ Hasil\ Validasi}{Total\ Skor\ Maksimal} x100\%$$

$$V = \frac{58}{60} x100\%$$

V = 96.6%

Results of the Teacher Practicality Trial

The trial of the practicality of the Games Book learning media was carried out by one teacher, namely Mrs. Alya Ramadhani, a fourth-grade teacher at Bakti 1 Private Elementary School. Based on the recapitulation of teacher assessments on the development of Games Book learning media, it can be seen that the total score obtained is 96%. So the percentage of teacher practicality assessment results for the development of Games Book learning media is as follows:

Table 3. Results of the Teacher Practicality Questionnaire Trial

Validator	Total Score	Maximum Score	Percentage	Criteria
Alya Ramadhani	72	75	96%	Very Practical

$$Presentase = \frac{Skor\ yang\ diperoleh}{Skor\ Maksimum} x100\%$$

$$P = \frac{72}{75} x100\%$$

P = 96%

Results of Student Practicality Trial

The trial was conducted by giving students a questionnaire to assess the Games Book learning media. Based on the results of the practicality test by 29 fourth-grade students of Bakti 1 Private Elementary School, it was found that the total score obtained was 84%. So the percentage of the results of the practicality test on the development of the Games Book learning media is as follows:

Table 4. Results of the Teacher Practicality Trial

Validator	Total Score	Maximum Score	Percentage	Criteria
All Grade IV Students of Bakti 1 Private Elementary School	1,839	2.175	84%	Very Practical

$$Presentase = \frac{Skor\ yang\ diperoleh}{Skor\ Maksimum} x100\%$$

$$P = \frac{1.839}{2.175} x100\%$$

P = 84%

This development research employed the 4D development model (Four-D Model), which consists of four stages: Define, Design, Develop, and Disseminate. These development stages have been discussed in the previous section. However, because the researcher adapted the development model to the research needs, the research was limited to the Develop and Disseminate stages, limited to trials in schools.

1. Analysis Stage

This stage aims to determine and clarify needs in the teaching and learning process. By carrying out the definition process, the author can formulate objectives and determine the material to be taught. At this stage, the researcher analyzes the media to be developed, including curriculum analysis and needs analysis. This definition stage consists of five main steps: Initial Analysis, Student Analysis, Task Analysis, Concept Analysis, and Learning Objectives Analysis. The development of this learning media was carried out with the aim of meeting the needs of fourth-grade students at Bakti 1 Private Elementary School. At this stage, analysis activities were conducted, including an analysis of student needs. When developing learning media, the hope is that the media created will be optimally used and utilized by students. Therefore, the media developed must be tailored to the needs of the class.

2. Design Stage

The design stage aims to develop an initial plan for the media to be developed to meet the learning needs and student characteristics. At this stage, researchers determine the form, structure, appearance, content, and supporting components required for the Games Book media. The design stage aims to ensure that the media created aligns with core competencies. In this study, the design stage focused on creating an initial plan for the learning media, a Games Book, on the topic of Religious Diversity. The initial plan was designed to be engaging and easy to understand, encouraging students to use the media. The following is a general description of the Games Book learning media that has been compiled.

a) Cover View

The cover page is the first section that needs to be designed as attractively as possible to capture the reader's attention. In this educational game book, the cover features the main title "GAMES BOOK RELIGIOUS DIVERSITY IN MY INDONESIA," which also serves as an invitation to the reader to learn more about religious diversity.

Figure 1. Cover View

b) Foreword View

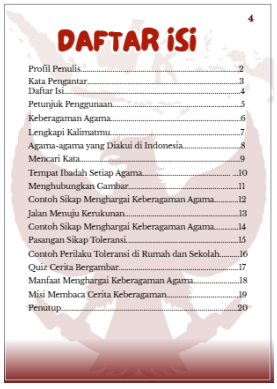
The foreword serves as the opening section of a written work. In the Games Book medium, the foreword is interpreted as a written expression conveying the author's gratitude and appreciation to all parties who have provided support in the development of the Games Book learning media. Furthermore, this section also contains a brief explanation of the purpose of creating the Games Book learning media.

Figure 2. Display of the Foreword

c) Table of Contents View

The table of contents makes it easier for readers to understand the structure of the Games Book and find the pages they want to read or study. It includes section titles, from the cover page, author profile, religious diversity material, to the various games and exercises available.The table of contents is compiled systematically so that students can use the Games Book easily and in a focused manner.

Figure 3. Table of Contents View



d) User Instructions Display

The user manual page contains instructions for using the game book in learning. These instructions help students and teachers understand how to read the material and play the games in the book. With these instructions, it is hoped that students will learn about religious diversity easily and enjoyably.

Figure 3.4 Display of User Instructions

e) Games Book Contents View

The Games Book contains material on religious diversity in Indonesia, presented in a simple and engaging manner. The book includes a brief explanation of the meaning of religious diversity and the types of religions recognized in Indonesia. In addition to the material, various educational games are provided, such as completing sentences, matching images, and answering questions. These games aim to enable students to learn through play and understand the importance of tolerance.

Figure 3.5 Display of Games Book Contents

3. Development Stage

One of the main objectives in the development process is to revise the learning media used to align with the learning objectives that have been set, as well as to select appropriate teaching materials to support the achievement of these objectives. This stage is a development process that produces learning media in its final form, after revisions are made based on input, assessments, and comments from expert lecturers in media, materials, language, and data from trial results by students.

4. Dissemination Stages

At this stage, the Games Book-based learning media began to be piloted on a wider scale. However, due to time and research capacity constraints, implementation was limited to the school where the research took place.

Conclusion

Based on the results of the development of the Games Book learning media for the material of Religious Diversity in grade IV of Bakti 1 Private Elementary School, it can be concluded that this Games Book learning media was developed using the Four-D (4D) development model, which actually consists of four main stages. However, in this study, the researcher only applied three stages, namely the definition, planning, and product development stages. After that, product revisions and field trials were carried out. At the validation stage of the

learning media product in the form of Games Book that had been developed, a feasibility test was carried out by two validators, namely media experts and material experts. The validation results from media experts showed an average score of 100% with the category of "Very Feasible". Validation from material experts obtained an average score of 96.6% which is also included in the category of "Very Feasible". Based on the results of these assessments, it can be concluded that the developed learning media is very suitable for use in learning activities. Based on the research findings, it is recommended that teachers utilize gamebooks as an alternative learning medium for religious diversity in fourth grade to increase learning motivation and create a more enjoyable learning environment. Furthermore, teachers are expected to adapt the use of these media to classroom conditions and student characteristics to ensure effective learning. Schools are also expected to support the use of innovative learning media as a learning support tool. Future researchers are encouraged to develop similar media for different materials and involve a wider range of research subjects to achieve more optimal results.

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