

DEVELOPMENT OF *RUMAH ADIKSIMBA* : A GAME-BASED LEARNING MEDIA TO ENHANCE STUDENTS' UNDERSTANDING OF INTERROGATIVE WORDS

Niken Ria Nastiti^{1*}, Agus Yuwono², Panca Dewi Purwati³

^{1,2,3}Universitas Negeri Semarang

¹nikennastiti81@students.unnes.ac.id

Abstract

The low understanding of grade IV elementary school students of interrogative sentences shows the need for innovation in Indonesian language learning. This study aims to develop interactive media *Rumah Adiksimba* assisted by a game based learning approach to improve students' understanding of the use of interrogative words. The research uses the ADDIE model development method which includes the stages of needs analysis, media design, prototype development, limited implementation, and effectiveness evaluation. Media validation was conducted by material and media experts, while the effectiveness test was conducted on 29 fourth grade students of SDN 1 Singorojo. The validation results showed that the media was very feasible to use with scores above 85% in all aspects. The trial showed a significant increase in learning outcomes, with the average score increasing from 58.62 (pretest) to 83.76 (posttest). In addition, students showed active engagement and positive responses to the media. This media also encourages students' ability to analyze, assess, and develop interrogative sentences contextually. This finding reinforces the effectiveness of the game-based learning approach in enhancing the understanding of interrogative words in Indonesian language learning at the elementary school level.

Keywords: *rumah adiksimba; game based learning; interrogative words*

Abstrak

Rendahnya pemahaman siswa kelas IV SD terhadap kalimat tanya menuntut adanya inovasi dalam pembelajaran Bahasa Indonesia. Penelitian ini bertujuan untuk mengembangkan media interaktif *Rumah Adiksimba* berbantuan pendekatan *game based learning* guna meningkatkan pemahaman siswa terhadap penggunaan kata tanya. Penelitian menggunakan metode pengembangan model ADDIE yang mencakup tahapan analisis kebutuhan, desain media, pengembangan prototipe, implementasi terbatas, dan evaluasi efektivitas. Validasi media dilakukan oleh ahli materi dan media, sedangkan uji keefektifan dilakukan terhadap 29 siswa kelas IV SDN 1 Singorojo. Hasil validasi menunjukkan bahwa media sangat layak digunakan dengan skor di atas 85% pada seluruh aspek. Uji coba menunjukkan peningkatan signifikan pada hasil belajar, dengan skor rata-rata meningkat dari 58,62 (pretest) menjadi 83,76 (posttest). Selain itu, siswa menunjukkan keterlibatan aktif dan respon positif terhadap media. Media ini juga mendorong kemampuan siswa dalam menganalisis, menilai, dan mengembangkan kalimat tanya secara kontekstual. Temuan ini memperkuat efektivitas pendekatan pembelajaran berbasis permainan dalam meningkatkan pemahaman kata tanya Bahasa Indonesia di tingkat sekolah dasar.

Kata Kunci: *rumah adiksimba; game based learning; kata tanya*

Received : 2025-05-15

Approved : 2025-07-20

Revised : 2025-07-17

Published : 2025-07-31



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Introduction

Mastery of question words such as what, who, where, when, why, and how is a key aspect of Indonesian language learning in elementary schools. These interrogative words help students construct meaningful questions, improve their critical thinking, and engage in active communication. However, based on preliminary observations at SDN 1 Singorojo, fourth grade students demonstrated low ability in identifying and applying these question words accurately,

with an average test score of only 58.62 well below the Minimum Completeness Criteria (KKM) of 70. This indicates that existing learning methods have not been fully effective in helping students understand the function and contextual use of question words. In fact, the Phase B Learning Outcomes of the Kurikulum Merdeka require students to “write various simple texts with different types of sentences and relevant information based on their surroundings” (Kementerian Pendidikan Riset, dan Teknologi, 2024). One potential way to support this goal is through the use of engaging and developmentally appropriate learning media tailored to children’s needs. To overcome these challenges, various efforts have been made to design interactive and engaging learning environments for elementary students.

Interactive digital learning media is one of the potential solutions to this problem. It creates a more dynamic learning environment, stimulates students’ curiosity, and promotes meaningful learning (Tiwow et al., 2025). In line with this, the Game Based Learning (GBL) approach is widely implemented in the development of learning media due to its ability to enhance student motivation and active participation during the learning process (Pratiwi, 2024). GBL integrates educational game elements to deliver content in a fun and engaging way. Specifically, in interrogative sentence instruction, Nurhidayah (2023) demonstrated that interactive games like “Loncat Sepatu” significantly improved students’ ability to construct question sentences. Similarly, Ananta (2024) developed the “KANYA” game as a game based media targeting question word comprehension (what, who, when, where, why, how), and their study showed a substantial improvement in student understanding and positive engagement. However, there is still a lack of interactive digital media based on GBL that specifically targets interrogative sentence material for fourth-grade students, fully aligned with the learning objectives of the Merdeka Curriculum. In addition, many existing learning media still rely on static presentation formats, lack adaptive features, and fail to accommodate the developmental needs and engagement styles of elementary students. These limitations make them less effective for fostering deep understanding of abstract language structures such as question words. Moreover, the integration of digital media in elementary classrooms still faces practical barriers such as limited access to devices, unstable internet connections, and low digital literacy among teachers especially in rural or under-resourced schools. These practical benefits of GBL have also been supported by several previous research findings in the field of Indonesian language instruction.

Previous research also supports the need for innovative digital-based media development in Indonesian language learning. Ain (2023) developed Android-based digital teaching materials on *Rumah Adiksimba* material and found a significant increase in students’ understanding of the structure of interrogative sentences. Ananta (2024) through the development of the game media “Kanya” shows that educational games have a positive effect on students’ ability to distinguish the function of interrogative words. Meanwhile, Parindrasuri (2024) proved that the use of interactive visual media such as digital posters can increase motivation to learn Indonesian. Sari (2023) and Septyajaya (2023) also confirmed that active methods based on student participation are effective in improving the ability to compose interrogative sentences, both through talking sticks and discovery learning. Furthermore, research by Pratiwi (2024) and Zolkipli (2023) emphasized the advantages of Game-Based Learning (GBL) in developing affective skills such as creativity, cooperation, and students’ overall enthusiasm for learning. However, the results of the literature review reveal a research gap: there is a lack of game-based interactive learning media specifically designed to teach question sentence material to fourth-grade elementary school students, fully aligned with the

learning outcomes of the Merdeka Curriculum. Although these studies contribute valuable insights, there is a need to base the media development process on clear and relevant learning theories. Accordingly, this study adopts several learning theories as the foundation for media design and pedagogical alignment.

This research is theoretically grounded in three major learning theories: constructivist learning theory, cognitive learning theory, and game based learning (GBL). These frameworks serve as the foundation for the design of *Rumah Adiksimba*, guiding its structure, interactive features, and pedagogical goals. Constructivism supports student-centered, experience-based learning; cognitive theory informs the scaffolding and sequencing of tasks to match students' processing abilities; and GBL principles provide the motivational and contextual elements needed to enhance student engagement. Despite the theoretical foundations and previous innovations, significant gaps remain unaddressed in existing studies. Although these theoretical perspectives have guided various instructional innovations, there remains a noticeable lack of targeted media addressing question word mastery in primary education.

Despite these prior efforts, no existing research has specifically developed an interactive, game-based learning media that comprehensively targets the mastery of all six question words *what, who, where, when, why, and how* within a structured pedagogical framework. Additionally, no studies have explicitly integrated these elements into a learning tool aligned with the *Rumah Adiksimba* concept and the competency demands of the Kurikulum Merdeka for Grade IV students. This leaves a clear gap for the development of context-based, curriculum-relevant digital media that supports systematic acquisition of interrogative word usage in Indonesian language learning. To respond to these gaps, this study presents the development of *Rumah Adiksimba* as a targeted instructional solution.

The scientific novelty of this research lies in the development of interactive digital media *Rumah Adiksimba* assisted by game-based learning which is specifically designed to help students understand the use of interrogative words in Indonesian. This media not only provides interesting visualizations and interactive activities, but also comes with game-based challenges that support the achievement of the Learning Objectives, namely (1) students can analyze the use of interrogative words appropriately (C4); (2) assess the use of interrogative words appropriately (C5); and (3) develop simple sentences appropriately (C6). With this approach, the learning process is expected to be more fun, directed, and in accordance with the developmental characteristics of students at the elementary school level.

Based on this description, the problem formulations in this study include: how the media design of *Rumah Adiksimba* is developed to support the learning of interrogative sentences, how the results of media validation according to experts, and to what extent the media is effective in improving students' understanding of interrogative sentences. The purpose of this research is to describe the media design of *Rumah Adiksimba*, describe the results of media validation by material and media experts, and describe the effectiveness of the media in improving students' understanding of the question sentence material. It is important to note that this study was conducted in a single public elementary school with a limited number of participants, which may affect the generalizability of its findings across broader educational contexts.

Research Methods

This research is a development research that aims to develop game-based interactive learning media in the form of *Rumah Adiksimba* which is designed to improve students' understanding of question sentence material in Indonesian language learning. This research uses the ADDIE development model, which is an acronym for five stages, namely: Analyze, Design,

Develop, Implement, and Evaluate. The ADDIE model is widely used in the development of learning systems because it provides a systematic, flexible framework, and can be used in various scales of research, including mini research. According to Rayanto & Sugianti (2020), the ADDIE model is suitable for use in the context of elementary schools because it allows adjustments to the needs of the classroom in a practical manner, while maintaining the accuracy of scientific steps in media development. Azizah & Mansurdin (2025) also successfully implemented ADDIE in the development of visual media based on Articulate Storyline, while (Maulana et al., 2025) showed that the ADDIE approach can increase the efficiency of educational application development, even for complex material. Astami (2023) emphasized that the ADDIE stages are effectively combined with game-based content to increase student engagement.

The following is the flow of learning media development that follows the ADDIE model systematically. Each stage allows for formative evaluation so that media development can continue to be adapted to the needs of learners and the characteristics of the material.

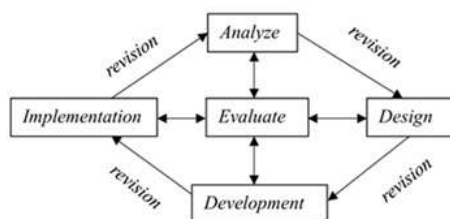


Figure 1. Flow of Media Development ADDIE Model
Source: (Khairunnisa, dalam Maulana et al., 2025).

This research was conducted at SDN 1 Singorojo, Kendal Regency, Central Java, in the even semester of the 2024/2025 school year, from January to May 2025. The research subjects consisted of 29 fourth grade students, who were participants in the learning media trial. In addition, two experts, namely Indonesian language material experts and learning media experts, were involved as validators. The determination of the test subjects was carried out by purposive sampling, namely by selecting students at the level and conditions that are most suitable for the material and media developed (Sugiyono, 2023). The main target of this research is interactive media that can facilitate students to understand and apply the use of interrogative words through a game-based learning approach.

This research procedure follows the ADDIE stages with mini research scale adaptations. The Analyze stage is carried out by analyzing student needs based on the results of initial observations, curriculum analysis, and the achievement of the CP and TP of the Merdeka Curriculum. The observation results show students' low understanding of the structure and use of interrogative sentences, which is reflected in the average score below the KKM. At the Design stage, the media content framework for *Rumah Adiksimba* was prepared, including screen navigation, educational game concepts, and adjustments to student characteristics. The development stage includes the process of making media using an interactive platform and media validation by experts. This validation includes aspects of content, language, design, and interactivity. Sample indicators on the validation sheet include: "The content matches the learning objectives," "The language used is clear and appropriate for Grade IV students," and "Media navigation supports ease of use and interaction". The Implement stage was carried out with a limited trial on 29 fourth grade students of SDN 1 Singorojo. At the Evaluate stage, formative and summative evaluations were conducted to assess the quality of the media and its

effect on student understanding. After the implementation phase was completed, data collection and analysis were conducted to assess the feasibility and effectiveness of the developed media

To collect data, three main types of instruments were used. First, a media validation sheet filled out by material and media experts to assess the feasibility of various aspects. Second, pretest and posttest questions to measure the improvement of students' understanding of interrogative sentences before and after using the media. Third, student response questionnaires to assess their responses and learning experiences with *Rumah Adiksimba* media. Validation was conducted using a Likert scale, and the data was analyzed quantitatively descriptively to see the feasibility category. The media feasibility interpretation criteria are shown in the following table:

Table 1. Feasibility Interpretation Criteria

Percentage (%)	Description
$80 \leq F \leq 100$	Very valid, can be used without revision.
$60 \leq F < 80$	Valid, can be used but needs minor revision.
$40 \leq F < 60$	Quite valid, can be used but needs moderate revision.
$20 \leq F < 40$	Less valid, recommended not to be used before major revision.
$F < 20$	Very invalid, cannot be used.

(Adapted from Sugiyono, 2023, p. 222)

Table 2. Student Questionnaire Assessment Criteria

Percentage (%)	Criteria
$QA < 20$	Very Poor (VP)
$20 \leq QA < 40$	Poor (P)
$40 \leq QA < 50$	Sufficient (S)
$50 \leq QA < 80$	Good (G)
$80 \leq QA \leq 100$	Very Good (VB)

(Adapted from Sugiyono, 2023, p. 223)

Table 3. Student Activity Observation Assessment Criteria

Percentage (%)	Criteria
$AO < 20$	Very Poor (VP)
$20 \leq AO < 40$	Poor (P)
$40 \leq AO < 50$	Sufficient (S)
$50 \leq AO < 80$	Good (G)
$80 \leq AO \leq 100$	Very Good (VB)

(Adapted from Sugiyono, 2023, p. 224)

The data obtained were analyzed quantitatively descriptively. The validation results from experts were processed into a percentage of feasibility which was interpreted using Table 1. Pretest and posttest data were analyzed using t-test to see if there was a significant increase in understanding after using the media. Specifically, a paired sample t-test was used (Sugiyono, 2023), as it is suitable for comparing the same group's performance before and after treatment. The test was conducted at a significance level of $\alpha = 0.05$. If the p-value was below this threshold, the difference in scores was considered statistically significant. Data from questionnaires and student observations were converted into percentages and interpreted based on Table 2 and Table 3. This analysis technique refers to the quantitative development approach as described by (Sugiyono, 2023), and is supported by the ADDIE systematic structure according to Nisa (2025). This study was conducted as a small-scale development research (mini research), adjusted to classroom conditions, with limited participants and time allocation.

Result And Discussion

The results of this study provide a comprehensive overview of how the *Rumah Adiksimba* media was developed, validated, and tested to support Indonesian language learning, especially on question sentence material in grade IV elementary school. Media development follows the systematic stages of the ADDIE model, starting from analyzing student needs, content design, developing interactive media prototypes, classroom implementation, to evaluating learning outcomes and student responses.

From the media design process, it was found that the media design contained five main aspects: visual appearance, navigation, content suitability, game elements, and language use. Based on the formative assessment, the highest aspect score was achieved by content suitability at 92%, followed by game elements at 90%, visual appearance at 88%, and other aspects above 85%. This indicates that the media was successfully designed according to the characteristics of elementary school students. This opinion is in line with the media design guide from Syarifuddin & Utari (2022), which states that communicative visual displays and contextual content will increase learning engagement. (Pratiwi, 2024) also emphasized that game-based learning (GBL) designed in a fun way can encourage motivation and understanding simultaneously.

After the design stage, the media was validated by material experts and media experts. In the material aspect validation, the highest scores were relatedness to the curriculum (92%) and material accuracy (89%). The media aspect assessment showed interactivity (91%) and content integration (92%) as the most superior aspects. This validation is based on instruments that include CP and TP (Kementerian Pendidikan Riset, dan Teknologi, 2024), content accuracy, language, and visual technical appearance and navigation. This finding is reinforced by Maulana et al (2025) who emphasized the importance of multiple validations in ADDIE-based development research, as well as by Astami et al (2023) who highlighted the role of visual design in bridging concept understanding. In the context of question sentences, Ain et al (2023) mentioned that visual and interactive materials proved more effective than conventional text.

Average student score was 58.62, while the posttest increased to 83.76. The gain score of 25.14 points showed that the media had a significant impact on students' understanding. This result was confirmed through a two-sample paired t-test that showed significance below 0.05. The results indicate that the media was statistically effective in improving student understanding. This opinion is supported Ananta (2024) who found that game-based educational media can significantly improve learning outcomes of interrogative sentence material. Nadeem et al., (2023) in an international study also stated that digital game-based learning not only improves understanding but also strengthens students' intrinsic motivation.

In addition to learning outcomes, improvement was also evident in terms of student participation and engagement. More than 85% of students were actively involved in the learning process using the media. Students' response questionnaires revealed that the media was fun, easy to understand, and helpful in learning the use of interrogative sentences in real-life contexts. These findings are in line with Siregar (2023), who emphasized that game-based learning fosters student engagement and encourages active participation. Similarly, Fauziyyah (2024) reported that GBL not only enhances students' cognitive understanding but also strengthens their vocabulary mastery. Moreover, according to Adi et al., (2025) in his book *Manajemen Aktivitas Fisik Siswa*, structured learning activities, including those embedded in digital games, can increase student motivation and participation through meaningful movement and interaction in the learning process.

The improvement of students' ability to construct interrogative sentences was also observed through tasks in the media. Students showed improvement in distinguishing the question words "what", "who", "where", "when", "why", "how", to compose them into complete sentences. This reinforces the opinion of Ashari et al., (2023) and Septyajaya (2023) that the media-based communicative approach is able to improve sentence structure naturally. Parindrasuri (2024) added that visual-interactive media can increase students' motivation in writing complex and contextualized sentences. Secara teknis, media dirancang dalam format rumah virtual interaktif. Setiap ruangan memiliki fitur permainan, kuis, dan aktivitas berbeda yang diarahkan untuk mencapai TP level C4 hingga C6, yakni menganalisis, menilai, dan mengembangkan. Tampilan media dirancang untuk mendorong eksplorasi siswa melalui klik, drag, dan respons otomatis yang menampilkan umpan balik. Antarmuka media ini ditampilkan dalam Gambar 1 sebagai dokumentasi struktur navigasi.



Figure 2. *Rumah Adiksimba Display Media*

Source: Researcher Documentation (2025)

Table 4. Recapitulation of Expert Material Validation Results

Aspect	Score (%)
CP dan TP	91
Material Accuracy	89
Content Organization	88
Language	90
Curriculum Linkage	92

Table 5. Recapitulation of Expert Media Validation Results

Aspect	Score (%)
Visual Display	88
Interaktiviti	91
Navigation	90
Technical	89
Content Integration	92

Table 6. Recapitulation of Pretest and Posttest

Test Type	Average Score
Pretest	58,62
Posttest	83,76
Gain	25,14

These results make an important contribution to the development of interactive learning media for Indonesian language learning. The use of technology and the contextualized GBL approach is a solution to students' low understanding of the structure of interrogative sentences. This research also strengthens the findings of Pratiwi, (2024), Heryana et al (2023), and Silka (2023), which support the integration of digital technology in learning to improve academic achievement, learning motivation, and holistic student learning experiences.

This study was limited by the small sample size and the single school context, which may affect the generalizability of the results. In addition, the media was validated only by two experts, and classroom observations during the implementation were conducted by the researcher, which may introduce subjective bias. Future studies are encouraged to involve larger and more diverse participants from multiple schools, as well as independent validators and observers, to ensure broader applicability and objectivity of the findings.

Conclusion

Based on the research results, it can be concluded that the interactive digital learning media *Rumah Adiksimba* has met three essential development criteria: appropriate design aligned with the characteristics of elementary school students, high validity in terms of content and technical quality as confirmed by expert judgment, and significant effectiveness in improving students' understanding of interrogative sentences. The integration of game-based learning (GBL) elements in the media successfully created an engaging and meaningful learning experience that supports the goals of the Merdeka Curriculum. Empirically, this study provides evidence of how interactive game-based media can improve both cognitive outcomes and student engagement in language learning. Theoretically, it contributes to the discourse on contextual and interactive learning, demonstrating how GBL principles and constructivist approaches can be effectively applied in primary education. These findings suggest a promising direction for the integration of digital learning innovations into the language curriculum, especially in fostering active participation and deeper understanding among young learners. Future research is recommended to develop similar media for other language competencies and to validate its impact across more diverse educational settings and student populations.

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