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Jumanji Adventure: Innovation Learning Media Ipas Elementary School

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ABSTRACT

Learning in elementary school requires active interaction between teachers, students, and learning resources to create meaningful experiences. However, the learning of Natural and Social Sciences (IPAS) often remains theoretical, resulting in low motivation and comprehension. This study aims to develop Jumanji Adventure, an interactive educational game, to enhance motivation, interest, and understanding of fifth-grade students on sound material and its properties. The research applies a Research and Development (R&D) method using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation. Data were collected through observation, interviews, documentation, and questionnaires involving media experts, material experts, linguists, teachers, and learners. Data analysis combined qualitative techniques (reduction, presentation, conclusion) and quantitative techniques using a Likert scale to assess validity. Findings show that Jumanji Adventure is highly valid, with expert ratings indicating strong quality in media design, content, and language. Classroom implementation demonstrates improved student motivation, engagement, and comprehension, as learners become more enthusiastic, active in discussions, and able to answer questions effectively. Despite the relatively short play duration, which requires repetition to fit time allocation, this media proves suitable as an innovative learning tool. Overall, it fosters interactive, enjoyable learning aligned with the Independent Curriculum.

1. Introduction

Learning in elementary school requires active interaction between teachers, learners, and learning resources to create a meaningful learning atmosphere. In practice, this puts learners at the center of the learning process rather than just recipients of information so that teachers act as facilitators who design learning experiences that allow children to build knowledge constructively (Yustina, 2025). Within the framework of an independent curriculum, the focus of learning shifts from mere mastery of content to the development of 21st century competencies:

critical thinking, creative, collaborative, as well as communication and problem-solving skills (Sukirman et al., 2023). Therefore, quality interactions should include exploratory and investigative activities such as direct observation, simple experiments, discussion of contextual problems, small projects, and reflections that provide space for students to test hypotheses, formulate arguments, and relate concepts to everyday experience.

Discussion of the learning process can not be separated from the applicable curriculum. Currently, Indonesia is implementing an independent curriculum as stipulated through Permendikbudristek number 12 of 2024 which makes the curriculum the basic framework and structure of learning in all education units (Kemendikbudristek, 2024). In the madrasah environment, guidelines for the implementation of The Independent curriculum are regulated in KMA number 347 of 2022 (Ministry of Religious Affairs, 2022). One of the subjects included in this curriculum is natural and Social Sciences (IPAS). Science is a discipline that studies living beings and inanimate objects in the universe and their interactions, including human life both as individuals and as part of society in relation to their environment. In general, science is understood as a collection of knowledge arranged in a logical, systematic way, as well as taking into account cause-and-effect relationships. In the context of Science, Science covers the natural and social spheres. The main focus of Science Learning at the elementary school level is not only emphasized on mastering the content of the material, but on the ability of learners to utilize the knowledge gained. Therefore, science learning needs to provide space for students to explore, investigate, and develop an understanding of the surrounding environmental phenomena, including the interaction between humans and nature and between fellow humans

Especially in the subjects of natural and Social Sciences (IPAS), the pedagogical needs demand a balance between scientific aspects (scientific method, observation, data collection, and reasoning) and socio-cultural aspects (understanding of human relations environment, social interaction, and local values) (Alwi, 2024). Science learning ideally encourages basic science literacy, the ability to read phenomena, formulate scientific questions, and communicate findings while developing empathy and citizenship through local case studies. Thematic and cross-subject approaches are also relevant for students to see the interrelationships between knowledge; for example, investigating simple ecosystems while studying the impact of human activities on the local environment. In addition, the utilization of various learning resources (visual media, props, surrounding environment, and simple digital sources) is important to accommodate various learning styles and levels of children's cognitive development at the elementary level (Irsan, 2021)

However, the ideal transformation is often hampered by the real conditions on the ground: limited infrastructure, administrative burden of teachers, the variety of abilities and backgrounds of learners, as well as the pedagogical skills of teachers who are not fully ready to implement active learning and differentiation. Another problem is the tendency to deliver material in a textual-theoretical way, which causes learning to be passive; as a result, students' attention and motivation decrease, and opportunities to practice high-level thinking skills are limited. In

addition, learning evaluations that are still oriented to mastering facts reduce incentives for process and skill-based learning. These conditions confirm the need for more innovative and adaptive learning designs including the development of learning media that are able to connect IPAs explorative activities with play mechanisms, social interaction, and the use of simple digital resources as an effort to increase engagement, conceptual understanding, and achievement of learners' competencies (Pentianasari et al, 2023).

Various studies have found related issues, such as the low Variety and creativity of teachers in developing learning models, the use of media that has not been on target, and lack of attention to the diversity of characteristics of learners. This condition has an impact on low student motivation, difficulty understanding concepts, and limitations in critical thinking. Studies conducted by Indah Nur Aziza et al. (2023) emphasized that learning difficulties experienced by students are caused by several factors, namely characteristics that include learning styles, learning motivation, and learning interest. Students who experience difficulties in learning IPAS tend to be unfocused during the classroom learning process due to a lack of interest in the material being taught. Observations in SD Darut Thalabah Bondowoso, especially in Class V A, also showed low enthusiasm of students in following the learning of Science, which is characterized by crowded classes, low learning motivation, and difficulty in understanding the problems that require reasoning. Efforts to solve this issue have been made through several previous studies. For example, Aziz's (2024) research developed Jumanji game-based learning media on mathematics materials based on cultural diversity, while Lestari and Prayogo's (2024) research developed Jumanji Board media on ecosystem materials by modifying board games into boxes containing questions, questions, and ice breaking. Both studies prove the great potential of Jumanji media in increasing student motivation and engagement through game-based learning.

However, there is a gap research that has not been studied, namely on aspects of innovation in media forms, integration with digital technology, and application to science subjects in elementary schools. Previous research was still limited to physical forms such as boards or game boxes, while today's learning needs demand media that are more interactive, flexible, and in accordance with the characteristics of students who are accustomed to technology. In addition, previous research has not examined the effectiveness of Jumanji Adventure in improving student learning outcomes in science subjects, especially in elementary schools with low learning motivation conditions. Based on these issues, studies, and research gaps, this study presents innote (innovation and novelty) in the form of Jumanji Adventure media Development modified from traditional games to banner-based interactive media and digital platforms such as Wordwall. This Media is expected to create a fun learning experience, increase motivation, and encourage more optimal learning outcomes. Therefore, this study focused on " the design and validity of JumanjiAdventure Learning Media."

2. Methodology

This study uses the Research and Development (R&D). Research and Development (R&D) is a concept as well as the implementation of new product ideas or improvements to existing products. The core of R&D activities is to produce new products or improve existing ones (Eny Winaryati et al., 2021). Method by applying the ADDIE model which consists of five main stages, namely Analyze (Analysis), Design (Design), Development (Development), Implementation (implementation), and Evaluation (evaluation). ADDIE Model aims to provide a systematic framework in developing effective and efficient products or solutions. Here is a chart that illustrates the flow and the relationship between the stages in the ADDIE model aimed at Figure 1, namely:

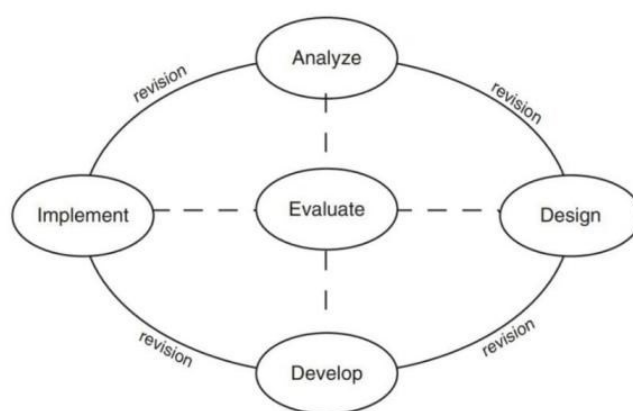


Figure 1. ADDIE Chart

The research analysis Unit focuses on the development of Jumanji Adventure learning media in science subjects in the fifth grade of SD Darut Thalabah Wonosari, Bondowoso. The analysis Unit includes the school as an institution, teachers, learners, and developed learning media. The research design is mix-method, combining qualitative and quantitative approaches, because in addition to analyzing the needs qualitatively also conducted feasibility testing and product effectiveness through quantitative data (Borg & Gall, 1983; Sugiyono, 2017).

Sources of research information were obtained from media experts, material experts, linguists, class teachers, and students of Class V A. Data were collected through observation to identify learning conditions, structured interviews with teachers and validators, documentation in the form of notes and photographs, and questionnaires to obtain validation data and teacher and student responses (Sugiyono, 2017). In general, Research and Development (R&D) research is highly dependent on the researcher's choice of model and the type of data collected. Data analysis is the process of processing and calculating specific indicators and measurements to identify patterns of relationships within previously collected data. In R&D research, data analysis can be conducted using two approaches: quantitative and qualitative (C.R., Khotari, 2004).

The data analysis process is done with two approaches. First, qualitative analysis which includes data reduction, data presentation, and conclusions based on comments, criticisms, and suggestions from validators and student responses. Second, quantitative analysis using a Likert scale to measure the feasibility and effectiveness of the product through the percentage of expert validation results and learner responses (Branch, 2009; Dick & Carey, 1996). The tabel quantitative data analysis formula table as shown in Table 1 follows:

Table 1. Likert Scale Assessment

No	Score	Description
1.	5	strongly agree
2.	4	Agree
3.	3	Undecided
4.	2	Disagree
5.	1	strongly disagree

Description:

Strongly agree (ST) : 5

Agree (S) : 4

Doubtful (RG) : 3

Disagree (TS) : 2

Strongly Disagree : 1

Based on the likert scale assessment category table above, the percentage can be calculated by the formula:

The results of each validation from the validator will be presented using the following formula (sa'adun Akbar, 2012):

$$V - ah = \frac{TSe}{TSh} \times 100\%$$

Description:

V-ah = expert validation

Tse = Total Empirical Score

TSh = Total expected score

3. Results and Discussion

Results

The presentation of Jumanji Adventure learning media Development trial data on Darut Thalabah elementary school science subjects involved various parties, namely material experts, media experts, language experts, learning experts, and learners as field test subjects. The involvement of these experts aims to obtain validation from aspects of material substance, media quality, language accuracy, and suitability of learning strategies, while the participation of learners is used to assess the response, involvement, and practicality of the media in the context of real

learning. This research process is designed with reference to the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) which systematically guides the stages of needs analysis, design design, product development, implementation in learning, to evaluation to assess the effectiveness and feasibility of the media as a whole.

1. Analysis

Berdasarkan hasil wawancara dengan wali kelas V A, Bapak Muhammad Wildan Sholeh, S.Pd., as well as the needs analysis conducted at SD Darut Thalabah, found a number of important findings related to the learning conditions of natural and Social Sciences (IPAS) subjects. In general, students still face some obstacles in understanding the lesson, including low motivation to learn, limitations in mastering theoretical aspects, and lack of interest in science subjects. Although the means of learning in schools are quite adequate, game-based media and interactive technology have never been used. This shows that there is an urgent need to present Learning media Innovations that can provide a more enjoyable and meaningful learning experience for learners. The documentation evidence with homeroom teacher V A is shown in Figure 2:



Figure 2. Proof Of Homeroom Documentation

From the data of learning outcomes of Class V A students showed that the academic achievement of most students are still in the category of not optimal. This condition can be interpreted that the learning objectives planned by the teacher have not been fully achieved, both in terms of mastering knowledge, skills, and attitudes. The low achievement can be caused by several factors, including the learning method that is still centered on the teacher, the limited variety of media used, and the lack of active involvement of students in the learning process. If learning focuses only on delivering material in one direction, students tend to be passive

and less driven to explore, ask questions, or actively participate in learning activities.

In terms of facilities and infrastructure, SD Darut Thalabah has sufficient facilities to support the application of digital media. Several devices such as LCDs, projectors, teacher laptops, comfortable classrooms, and power plugs in each room are available. However, limitations are still found in internet access that has not been evenly distributed throughout the school building. This condition indicates that schools have great potential to implement technology-based learning, although they still need support in the network aspect.

In terms of curriculum, the school has implemented an independent curriculum that provides flexibility in the preparation and implementation of learning. Especially for science subjects, the material is divided by semester, where odd semesters are focused on Natural Sciences (IPA), while even semesters are directed to Social Sciences (IPS). This study focuses on science materials with the topic of sound and its nature because it is considered relevant as the basis for understanding scientific concepts. Given its abstract nature, this topic requires learning media that can help increase motivation, interest, and understanding of students. In addition, interviews with homeroom teachers showed that the use of learning media in schools had decreased due to damage to facilities after building construction. This condition also opens up opportunities to present new learning media that are more interactive. Therefore, Jumanji Adventure media was developed that was integrated with the Wordwall platform. This Media is designed in the form of digital-based educational games so that it is expected to be a practical solution to increase motivation, interest, and effectiveness of student learning in understanding science material.

2. Design

The development of Jumanji Adventure learning media is carried out through systematic stages that include Needs Analysis, Design Design, and adjustment of materials to the curriculum. Needs analysis was obtained through interviews with teachers of Class V SD Darut Thalabah to identify barriers to student learning and potential utilization of the media. Media is designed to be simple and clean so as not to distract learners, so they stay focused on the material. The main principle of this development is to produce attractive and functional media to support learning.

At the design stage, the researcher adjusts the appearance of the game to the results of the analysis performed. The background and color of the game boxes are chosen to be harmonious and able to attract the attention of students, considering that they are at a stage of development interested in visual stimuli. Next, the researcher determines the elements that must be present in the medium, such as the material box, the ice breaking box, the question box, the Jumanji box, and the danger box. These elements are

integrated with the Wordwall platform so that students can learn while playing. The digital integration is expected to increase motivation, interest, and interactivity of students during the learning process. The story board in the Jumanji adventure learning media design process as shown in Figure 3 below:

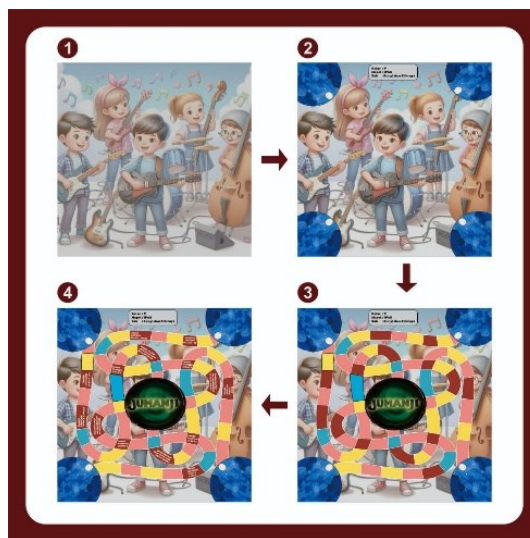


Figure 3. Jumanji Adventure Learning Media Design

3. Development

Jumanji Adventure. The game is inspired by the movie Jumanji, which was first released in 1995, which tells the story of a dangerous game and full of magic, where players can be sucked directly into the game board, feeling a real experience and full of challenges. In this game, there is an animal element, which if the player stops at a certain box, an animal image will appear which then becomes a real threat in the game.

Jumanji Adventure as a learning medium, modified to integrate various educational elements, such as interactive banners and mission cards. In addition, this media uses the theme of nature adventure which aims to encourage students to understand environmental issues, including the preservation of Natural Resources, Recycling, and ecosystem sustainability, both in local and global contexts.

Jumanji Adventure Game Media Creation Procedure

1. Tools and materials

- a. Banner Jumanji Adventure ukuran 3x3 m
- b. Tape measure
- c. Cutter Stick Flexi
- d. Duct tape
- e. Banners for materials, ice breaking, and questions

- f. Banner pieces for ice breaking and material
- g. Flannel dice size 20x20 cm
- h. Banner containing the rules of the game

2. Media Creation steps

- a. Design banners according to learning needs using applications such as Canva or CorelDraw.
- b. Cetak banner Jumanji berukuran 3x3 m, serta banner untuk materi, ice breaking, dan aturan permainan.
- c. Create questions and answers uploaded on the Wordwall platform.
- d. Prepare flannel dice to determine the player's move.
- e. Jumanji Adventure is ready to use for learning sessions.

3. Steps to play Jumanji Adventure Media game

- a. The teacher organized the learners into 4 groups.
- b. The arrangement of classrooms is arranged in the formation of the letter "U".
- c. Place the Jumanji Adventure Banner in the center of the room.
- d. Expose Wordwall on projector LCD.
- e. Place the game rules banner on the board.
- f. Place the dice in the center of the Jumanji banner.
- g. The teacher explains how to play this game and the rules that apply.
- h. Teachers deliver material using banner material.
- i. Representatives of each group advance to determine their turn to play.
- j. All learners play hompimpa to determine the turn.
- k. The selected player then rolls the dice to start the game.
- l. After the dice are rolled, the time will be set by the teacher with a duration of 30 seconds to roll the dice and 2 minutes to play.
- m. Based on the results of the dice roll, the player will occupy the box with the corresponding color, which can be a question (pink), ice breaking (blue), matter (yellow), or danger (Red) which means the player must retreat according to the numbers that appear.
- n. If the player gets a question Card (pink color), they must answer or appoint a group friend to answer. If they get an ice breaking card (blue color), they must do ice breaking activities with classmates.
- o. This process repeats until all players have a turn, with 2 minutes to play each round.
- p. The game will stop if a player reaches JUMANJI point.

4. Jumanji Adventure Game Rules

- a) Players in a team consist of 4 people, with each player occupying one square on the game banner.
 - b) Each player has 2 minutes to play.
 - c) If the player's piece stops in the box that says "Danger", the player must retreat according to the number of steps indicated in the box.
-

- d) Learners must answer questions or carry out tasks according to the color of the cards obtained.
- e) If a player fails to answer, then they will be subject to a punishment mutually agreed upon by the class.
- f) The winner is the team that can reach the JUMANJI point first.

Through this approach, Jumanji Adventure not only provides suasanaa fun and interactive learning atmosphere, but also introduces educational values related to environmental preservation and the development of learners' cognitive skills.

5. Implementation

The implementation phase of *Jumanji Adventure learning media* was carried out through several trials involving expert validators and fifth grade students of Darut Thalabah Wonosari elementary school. Construct trials were conducted involving three experts, namely media experts, material experts, and linguists. Validation results show that the developed media is considered feasible in terms of appearance, content, and language. In the aspect of appearance, the media is considered attractive and practical to use; in the aspect of material, the contents are in accordance with the learning achievement and are arranged coherently; while in the aspect of language, the sentences used are in accordance with the intellectual level of elementary school students and are easy to understand. Input from the validator is then used to revise so that the media becomes more interactive, communicative, and in accordance with learning needs.

after going through the validation phase, the media was tested on a small scale involving six students of Class V. The test results showed that students seemed enthusiastic because the media presented a new and fun learning experience. This trial also provides an initial overview of the effectiveness of the media and aspects that need to be refined before being used more widely. Furthermore, the media was implemented in a large-scale trial involving all students in Class V. At this stage, learning activities are carried out in groups, with a letter U-shaped layout, and combine games on banners with interactive questions through *Wordwall*.

Based on the results of the implementation, Jumanji Adventure media proved to be able to create a learning atmosphere that is not only more fun but also meaningful for learners. Through an educational game-based approach, students can experience an interactive learning experience and not monotonous as conventional learning that tends to be theoretical. The integration of this media with the Wordwall platform further strengthens its effectiveness, as learners not only follow the flow of the game, but are also actively involved in answering questions, completing challenges, and competing healthily with their friends. This has an impact on increasing learning motivation, student involvement in the learning process, and their ease in understanding and remembering the material learned. As for the documentary evidence as in Figure4 below :



Figure 4. Jumanji Adventure Learning Media Implementation

These findings indicate that the Learning media developed have strong relevance to the needs of independent curriculum, which emphasizes active, collaborative, and learner-centered learning. In addition, the application of Jumanji Adventure media is in line with the demands of education in the digital era, where the use of technology and creative innovation is an important part in creating adaptive and sustainable learning. Thus, this media not only increases the interest and motivation to learn, but is also able to support the development of critical thinking competencies, collaborative, and 21st century skills that are needed in facing global challenges.

6. Evaluation

The evaluation stage is the final stage in the research and development (R&D) of the ADDIE model, which aims to assess the extent to which researchers have succeeded in developing and implementing Jumanji Adventure learning media. After the implementation is done, found some advantages and disadvantages of this learning media. The advantage is that this media is able to overcome various challenges that have been identified by teachers, such as (1) low motivation to learn students, (2) lack of theoretical understanding of students, and (3) low interest in learning science subjects. This is evident when learners show high enthusiasm and quickly understand the material, even before the material is explained by the teacher. However, although this medium has its advantages, there are also some disadvantages. One of them is a game that tends to be completed quickly along with the increasing enthusiasm of learners, so it takes several rounds of the game so that the duration of time can match the needs of learning. In addition, there are elements of learning media that integrate technology, which is a challenge when applied in schools with limited facilities.

Validity Analysis of Jumanji Adventure Learning Media

The validity of the Learning media is very important in ensuring that the media used in the learning process is effective and in accordance with applicable educational standards. This validation is carried out through an assessment by experts in three main aspects: media, material and language. The results of this validation were obtained through expert judgment, which involved media experts, material experts, and linguists. This assessment includes three important dimensions, namely the appearance of the media, the content of the material, and the ease of use of the media in learning. Media is declared valid if the average score of the assessment results is in the very good category, which indicates that the media is worthy of being used in learning activities.

Media Expert Validation Analysis

Validation by media experts aims to ensure that the Learning media developed meet the eligibility criteria for use in the classroom. Based on the validation results of media experts contained in Table 2, it can be seen that the average validation score reached 93.33%. Here is a breakdown of the results of the media expert validation analysis:

Table 2. Media Experts

No	Aspect Assessed	Score Validation	Score Max	(%)
1.	• Media has an attractive appearance	5	5	80%
2.	• Media easy to carry	5	5	100%
3.	• Durable Media	5	5	100%
4.	• The content of the material in the Learning media in accordance with the learning achievement	5	5	80%
5.	• The character of the selection of images in the media corresponds to the material	5	5	100%
6.	• Media easy to use	5	5	100%

7.	• Media enhances a pleasant learning	5		100%
8.	• Media increases the activeness of learners	4	5	80%
9.	• Media allows learners to understand the material easily	4	5	100%
Total		43	45	95.55%

Based on these results, Jumanji Adventure learning media obtained a score of 95.55%, which indicates that this media is included in the category of very valid and feasible to use in elementary school learning. The results of this validation give an idea that the media developed have met the standards of educational feasibility, both in terms of content, design, and technical aspects that support the learning process. Validation with such a high score is an indicator that Jumanji Adventure is not just an innovative product, but also an academically accountable medium. Aspects assessed include the quality of the display that is attractive and in accordance with the characteristics of primary school-age children, the durability of the media that allows its repeated use, ease of use for both teachers and learners, as well as its contribution in creating a pleasant learning atmosphere. More than that, this media is considered able to increase the activeness of students by providing space to interact, explore, and compete in a healthy learning context. This advantage also answers the challenge of conventional learning which is often passive and monotonous. With an attractive visual appearance, clear gameplay, and integration of relevant materials, Jumanji Adventure not only serves as a means of educational entertainment, but also becomes a pedagogical tool that encourages the achievement of learning goals. Therefore, the validation score obtained is proof that Jumanji Adventure media is very feasible to be widely implemented, both as a supporter of face-to-face learning and as an alternative media in the context of technology-based learning in the digital era

Material Expert Validation Analysis

Validation by material experts aims to ensure that the material presented in the Learning media has been tested and in accordance with the needs of learning in elementary school. Based on the results of expert validation of the material contained in Table 3, the percentage of validity obtained is 87.69%. Here are the details of the results of the expert validation analysis of the material:

Table 3. Material Experts

No	Aspect Assessed	Score Validation	Score Max	(%)
1.	• Grammar accuracy	5	5	100%
2.	• Accuracy of writing sentences	5	5	100%
3.	• The effectiveness of sentences	4	5	80%
4.	• Compatibility with the intellectual development of learners	5	5	100%
5.	• Spelling accuracy	4	5	80%
6.	• Design each side according to the material content	3	5	60%
7.	• Compatibility with learning objectives	4		80%
8.	• Conformity of the material with the level of Primary School Education	5	5	100%
9	• Ease of presentation of material to learners	5	5	100%
10	• The content of the material in accordance with the book learners	4	5	80%
11	• The picture presented corresponds to the material	4	5	80%
12	• Games in the media can encourage curiosity	4	5	80%
13	• Submission of materials in sequence	5	5	100%

Total	57	65	87,69%
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From the results of this validation, it can be concluded that the material presented in Jumanji Adventure learning media has met the eligibility criteria with a percentage of 87.69%. The figure shows that in general the quality of the material developed is in the category of very good and worthy to be used in the learning process. Although there are some aspects that get a slightly lower score, it is not a fundamental weakness, but rather a constructive input that can be used as material for improvement so that the Learning media is more perfect. Overall, the content of the material presented is considered very relevant to the basic competencies to be achieved, in line with the applicable curriculum, and in accordance with the level of cognitive development of learners in elementary school.

The suitability of this material is also seen from the way it is presented systematically, systematically, and easily understood, so that it can support the achievement of learning goals more effectively. In addition, the presentation of material packaged in the form of interactive games not only increases student interest, but also provides a more meaningful learning experience. The material in Jumanji Adventure is considered successful in combining aspects of knowledge with educational entertainment, so that students do not feel burdened, but are encouraged to actively participate. Thus, the results of this validation confirm that the material presented in Jumanji Adventure learning media is not only feasible to use, but also has great potential in increasing motivation, understanding of concepts, and achieving student learning outcomes in the field of science.

Linguist Validation Analysis

Validation by linguists aims to ensure that the language used in the Learning media material is easily understood by learners and in accordance with the rules of the Indonesian language is good and right. Based on the results of the validation of linguists contained in Table 4, the percentage of validity obtained is 93.33%. Here is a breakdown of the results of the linguist's validation analysis:

Table 4. Linguists

N o	Aspect Assessed	Score Validation	Score Max	(%)
1.	• The language used corresponds to the intellectual level of Primary School learners	4	5	80%
2.	• Preparation of sentences in accordance with good and correct Indonesian grammar	5	5	100%

3.	• The language used is easy to understand, does not cause confusion/ambiguou s	5	5	100%
4.	• The language used corresponds to EYD	4	5	80%
5.	• The language used is interactive	5	5	100%
6.	• The language used is communicative	5	5	100%
7.	• Ease in understanding sentences used in materials and media	5		100%
8.	• Not too much use of typeface combinations	4	5	80%
9.	• The use of a combination of letters (bold, italic, capital) is not excessive	4	5	100%
Total		42	45	93.33%

Based on the results of the validation of linguists, it can be concluded that the language used in Jumanji Adventure learning media is very valid with a percentage of 93.33%. These findings indicate that the media has met good linguistic standards, in accordance with the rules of the standard Indonesian language, and consistent in the use of spelling, grammar, and vocabulary choices. This is important because the use of appropriate language is not just a technical aspect, but also a key factor in the successful delivery of material to learners. With simple, communicative, and contextual language, Jumanji Adventure media is able to facilitate students' understanding so that they can more easily grasp the concepts conveyed. In addition, the results of this validation reinforce that the language used is in accordance with the characteristics of the cognitive development of learners at the elementary school level. Lightweight but still scientific language makes the material not feel complicated, so students can learn more comfortably without being burdened by difficult terms. Thus, the linguistic aspect in this media not only supports the effectiveness of material delivery, but also encourages the creation of a learning atmosphere that is more fun, interactive, and in accordance with the expected learning objectives. The validity of this language also guarantees that Jumanji Adventure media deserves to be widely used in elementary school science learning as an innovative media that is student-friendly and in line with formal language standards.

Based on the results of validation analysis from media experts, material experts, and language experts, it can be concluded that Jumanji Adventure learning media is very valid for use in elementary school learning. With a high percentage of

validity, namely 95.55% for the media, 87.69% for the material, and 93.33% for the language, this media is not only feasible in terms of the quality of the media and language, but also in terms of the material presented. This shows that this learning media is effective in helping learners understand concepts that were previously abstract and difficult to understand.

Discussion

The results showed that *Jumanji Adventure learning media* based on interactive educational games can increase motivation, interest, and understanding of students to the material science class V SD Darut Thalabah, especially on the topic *of sound and its nature*. This Media was declared very valid based on the validation results of media experts (95.55 %), material experts (87.69 %), and linguists (93.33 %). This finding is in line with the research of Juan, Ki'i, and Panis (2025) who found that gamification design using Wordwall for Force and motion materials in IPA provides high validity, strong reliability, and support for student involvement in scientific learning. In addition, Lestari & Rohmani (2024) research shows that the use of interactive Wordwall significantly improves science learning outcomes in elementary schools. Third, interactive research by Kusumaningrum & Vidayanti (2025) reports that Wordwall media not only triggers students ' cognitive improvement, but also their activeness in the science learning process. Lebih lanjut, Sugiarti & Widaty (2024) dalam penelitian *Interactive Wordwall Game Media in Science Learning for Grade V Elementary School* mendapatkan bahwa media Wordwall interaktif untuk siswa kelas V sangat baik relevansinya dan memperoleh validasi tinggi dari ahli materi dan media. *Board Games research* by Nurhayani, Supriadi, & Maimunah (SDN Sindang Rasa Bogor) also supports that the board game media for the subject of sound properties can be developed through ADDIE model and obtain high feasibility from aspects of learning design, material experts, and media. However, some studies also report constraints such as the duration of the game that needs to be adjusted and the need for repetition so that students get enough learning experience (for example in board game research in Sindang Rasa). Therefore, although *Jumanji Adventure* has a high validity score and shows strong potential, it is important to pay attention to practical aspects such as length of Use, number of students/groups, and readiness of facilities/infrastructure.

4. Conclusion

This study aims to answer questions about how the design of *Jumanji Adventure* learning media is developed and how the level of validity when assessed by experts. Based on the development process, this media is designed by integrating the concept of Wordwall-based educational games with adventure themes. The design that is carried out prioritizes attractive visual appearance, simple but challenging gameplay, and material content that is relevant to the achievement of learning science subjects, especially on the topic of sound and its nature. The emphasis on interactive and fun aspects makes media Design in accordance with the characteristics of elementary school learners who tend to be active, playful, and

easily interested in visual activities. Thus, the research question regarding the design of media design can be answered positively.

In terms of validity, the assessment results from media experts, material experts, and linguists show that Jumanji Adventure is classified as a very valid category. The media aspect is considered to have met the standards of aesthetics, readability, and ease of use. In terms of material, the content presented is in accordance with the curriculum, systematic, and easily understood by students. Meanwhile, the use of language in the media is in accordance with the intellectual level of children of primary school age, communicative, and does not cause ambiguity. This proves that Jumanji Adventure media meets the validity criteria needed to be used as an alternative to learning innovation. Overall, the study concludes that Jumanji Adventure media Design based on interactive educational games has been developed appropriately and declared valid based on expert judgment. In other words, this media deserves to be seen as one of the results of innovative instructional development and the potential to support the learning of Science in elementary schools.

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