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Development of Ludo Pintar Indonesian Language Learning Media to Increase Student Learning Motivation in Elementary Madrasahs

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A B S T R A C T

This study aims to improve students' learning motivation in Indonesian language learning through the development of the Ludo Pintar media. The background of this study is the low learning motivation of students at MI Ihyaul Islam I, Probolinggo Regency, which is caused by the dominant use of lecture and practice methods, which makes students passive and easily bored. The Ludo Pintar media is designed as a fun educational game to help students understand synonyms and antonyms interactively. This study uses the ADDIE development model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The research subjects involved media experts, material experts, teachers, and fifth grade students. Data were collected through interviews, observations, questionnaires, and documentation. The validation results showed that the media was declared very valid by media experts (86%) and valid by material experts (73%). The practicality test obtained a teacher response of 91%, indicating that the media is very easy to use and interesting. In addition, the results of the effectiveness test showed an increase in learning motivation from an average of 29.33 to 51, with an increase of 74%. Thus, the Ludo Pintar media is feasible, practical, and effective for use in Indonesian language learning in elementary schools.

1. Introduction

Elementary education is a crucial foundation for developing students' cognitive, affective, and psychomotor abilities. At this stage, the learning process aims not only to instill knowledge but also to develop positive attitudes, social skills, and critical and creative thinking skills (Salmia et al., 2024). With a strong foundation from an early age, students are expected to develop optimally at subsequent levels of education. One subject that plays a central role in developing these abilities is Indonesian. Through this lesson, students learn to read, write, speak, and listen well.

Language, according to Vygotsky, is not merely a means of communication but also a means of thinking and problem-solving (Jannah, 2020). In other words, Indonesian serves a dual function: as a communication tool and as a medium of thought that helps students understand other concepts more deeply. However, in practice, learning Indonesian at the elementary level still faces several obstacles. Many students show low interest and motivation to learn because they consider the subject boring, memorization-intensive, and unchallenging (Harsyanda et al., 2024). Some students also believe that Indonesian is too simple because it is used in everyday life. As a result, they easily lose concentration, get bored quickly, and tend to be passive during learning activities.

This situation was also evident among fifth-grade students at MI Ihyaul Islam I. Based on observations, many students paid little attention to teacher explanations, often talking with their peers, and quickly became bored during the learning process. The situation was exacerbated by the class schedule, which runs from 10:00–11:00 a.m. WIB, when the classroom temperature begins to rise, leading to decreased concentration. An interview with Indonesian language teacher Wafirotul Umniyah, S.Pd., revealed that low student interest in learning was a major challenge in teaching Indonesian at the school. The teacher recognized the need for a variety of activities to maintain student engagement, but limited learning resources and media presented a significant obstacle.

Nevertheless, a positive experience emerged when the teacher tried a simple educational game called Snakes and Ladders. In this game, the losing student was asked to present the material they had learned. This activity successfully increased student participation and enthusiasm. Interviews with students also reinforced these findings: most stated that they were more enthusiastic about learning when the activities were interactive and fun. They enjoy learning with educational games more than simply listening to teacher explanations. This situation indicates the need for innovative and enjoyable learning strategies to increase learning motivation. One potential alternative is the development of game-based learning media. This type of media not only helps teachers deliver material but also facilitates students' active and meaningful understanding of the lesson (Kustandi, Sutcipto, & Bambang, 2013). According to Kasiti, the use of varied and engaging media can increase student concentration and participation in the learning process, especially at the elementary school level, where play activities are part of children's natural learning style.

One form of innovation that can be used is Ludo Pintar Bahasa Indonesia, a learning medium based on the traditional Ludo game combined with subject matter. This medium combines entertainment with educational elements through a modified board game. Students are asked to answer language questions before proceeding, creating an active, interactive, and enjoyable learning process (Yustika et al., 2025). This game not only fosters a healthy competitive spirit but also helps improve critical thinking skills and understanding of Indonesian language material (Khairah, 2024).

Previous research has shown that educational games like Ludo Pintar are effective in increasing student motivation and learning outcomes. Raka Bagas Kara, Fathurohman, and colleagues (2020) found an increase in poetry writing completion from 73.91% to 91.30% after using this medium. Similar results were reported by Darojatil Izzaty, Sunanih, and Nurfitriani (2021), who received "very good" validation from material and media experts. Nurhayati and Handayani (2020) also reported a media feasibility rating of over 90%, proving that Ludo-based educational games can create effective learning experiences. However, research on the development of Ludo Pintar in Indonesian is still rare, especially at the elementary school level. Previous research has generally focused on other subjects such as Mathematics or Civics. Therefore, this study aims to fill this gap by developing Ludo Pintar specifically designed for Indonesian language learning, specifically on synonyms and antonyms, in fifth grade at MI Ihyaul Islam I.

The differences between this study and previous studies lie in the focus, context, and innovative design of the media. The Ludo Pintar media developed in this study is equipped with game symbols such as question marks, bombs, and dice, acrylic pawns tailored to student characteristics, as well as game guides and question-and-answer cards, which facilitate the learning process. These additional components make the media more practical, engaging, and effective for use in face-to-face classroom learning. Various previous studies (Izzaty et al., 2021; Nurhayati & Handayani, 2020; Yustika et al., 2025) have demonstrated that educational games can improve learning engagement and outcomes. However, the development of traditional game-based media focused on Indonesian language learning remains very limited. Therefore, this research is a concrete effort to present an innovative solution that aligns with the characteristics of elementary school students and the needs of contextual learning.

Based on this description, the purpose of this study is to develop an educational game-based Ludo Pintar Indonesian language learning media as a means of increasing the learning motivation of fifth-grade students at MI Ihyaul Islam I, Probolinggo Regency, on the topic of synonyms and antonyms. This media is expected to create a fun learning atmosphere, increase active student participation, and assist teachers in delivering more creative, interactive, and meaningful Indonesian language learning. It also serves as an innovative alternative for teachers in creating a more engaging and effective learning process.

2. Methodology

This research methodology employed a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. This approach was chosen because it is systematic, flexible, and allows for a continuous media development process, from needs identification to outcome evaluation. This model is considered suitable for producing innovative, engaging, and effective learning media to increase elementary school students' motivation (Rayanto & Sugianti, 2020).

The analysis phase was conducted to identify problems that emerged in the Indonesian language learning process in fifth grade at MI Ihyaul Islam I, particularly regarding synonyms and antonyms. Data collection was conducted through observations of teaching and learning activities and interviews with the class teacher. Based on the analysis, it was found that student motivation remains low due to the limited variety of media and methods used in learning. Therefore, the development of interactive, enjoyable media that is tailored to student characteristics is needed to encourage them to be more active in the learning process. The next phase is design, which focuses on creating the initial design for the Ludo Pintar Bahasa Indonesia media. At this stage, researchers developed a concept for a board-based educational game containing question cards on synonyms and antonyms, along with easy-to-understand rules. The media was designed with bright colors and engaging visuals to increase student engagement. Furthermore, evaluation instruments were developed at this stage, including validation sheets, teacher questionnaires, and student motivation questionnaires.

The development stage was conducted after the initial design was completed. The designed media was then tested by material and media experts to assess the appropriateness of the content, presentation, and readability. Based on the validation results, researchers made revisions to refine the media before use in the field. Subsequently, the Ludo Pintar Bahasa Indonesia media was tested during the implementation stage, involving teachers and fifth-grade students. In this process, the teacher acted as a facilitator, while the students played the media in groups. During implementation, researchers observed the level of student engagement and motivation in learning through the game.

The final stage was evaluation, which was conducted to determine the media's effectiveness in increasing student learning motivation. Evaluation was conducted formatively during the implementation process through observation and reflection, and summatively after the learning process concluded by analyzing the results of the motivation questionnaire and teacher responses. Data obtained from this study were analyzed quantitatively and qualitatively. Quantitative data were obtained from expert validation results, teacher practicality questionnaires, and student motivation questionnaires, while qualitative data were obtained from observations and interviews regarding experiences using the media. The results of this analysis serve as the basis for assessing the level of validity, practicality, and effectiveness of the Ludo Pintar Indonesian Language learning media in increasing the learning motivation of fifth grade students at MI Ihyaul Islam I, Probolinggo Regency (Arikunto, 2019; Rayanto & Sugianti, 2020).

3. Results and Discussion

Results

This research resulted in an innovative learning media called Ludo Pintar Bahasa Indonesia, designed to increase the learning motivation of fifth-grade students at MI Ihyaul Islam I, especially in the topic of synonyms and antonyms. This

educational board game combines the excitement of traditional ludo with engaging and challenging interactive learning. Through this game, students are encouraged to recognize and understand synonyms and antonyms in a fun way, making learning more lively due to the element of healthy competition within groups, which simultaneously enriches vocabulary and trains quick thinking skills. The Ludo Pintar Bahasa Indonesia product was piloted with 12 fifth-grade students to gauge their effectiveness and response to the media. The development process used the ADDIE model, which includes analysis, design, development, implementation, and evaluation. Each stage was carefully executed to ensure that the resulting media was not only visually appealing but also created an active, enjoyable, and meaningful learning environment for students.

Analysis

The analysis phase was conducted to understand the learning needs and challenges emerging in Indonesian language learning in fifth-grade students at MI Ihyaul Islam I. Through classroom observations and interviews with teachers, it was found that most students exhibited low learning motivation. They get bored easily, lack focus, and often talk to friends during learning. This occurs because the methods used are still conventional, such as lectures and practice exercises without a variety of interesting media. From the results of interviews with class teachers, it was discovered that the main obstacle lies in the lack of creative learning media that are appropriate to the characteristics of students. Teachers have tried simple games such as snakes and ladders and the results showed that students appeared much more enthusiastic and excited. Based on these conditions, it can be concluded that students need fun, interactive, and contextual learning media to increase their motivation and engagement in learning Indonesian. Therefore, researchers present a solution in the form of developing learning media based on the educational game Ludo Pintar with synonyms and antonyms material adapted to the characteristics of fifth-grade MI students. This media is expected to be able to create an active and enjoyable learning atmosphere, so that students can understand the language material through meaningful play experiences.

Design

The design phase aimed to create an initial design for Ludo Pintar Bahasa Indonesia that was engaging, functional, and easy to use in the classroom. This media was developed in the form of a board game, adapting the concept of the traditional Ludo game into an interactive learning tool. The board design was 100 x 40 cm from thick cardboard on a folding board, with four "Start" areas in each corner and one "Finish" area in the center to symbolize learning success. The track colors were adapted to the pawn colors and chosen based on elementary school child psychology, such as red for enthusiasm, yellow for cheerfulness, blue for calm, and pink for familiarity. In addition to the main board, there were question cards containing synonym and antonym questions, as well as challenge cards in the form of Punishment and Reward Cards to add to the game's excitement. All elements were designed in Canva with proportional sizes and colors, then decorated with

metallic green tassels, card boxes, and game instruction labels for an attractive and easy-to-use appearance. Figure 1 is presented below.

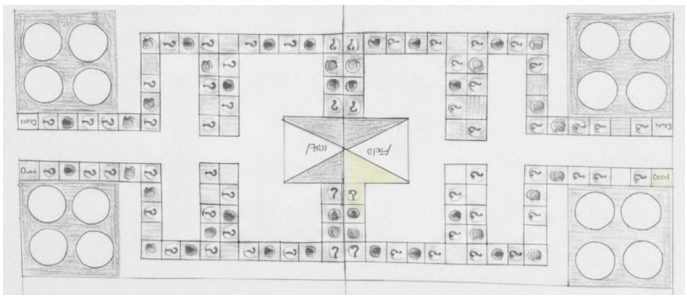

Figure 1. Ludo Pintar Sketch

Development

The development phase aimed to translate the initial design into a learning medium ready for students to use. Ludo Pintar Bahasa Indonesia was created in print format for easy group use in the classroom. The development process included media creation, product validation, and revision. Materials included thick cardboard, folding boards, origami paper, permanent markers, glue, scissors, and metallic ribbon decorations and symbol stickers. All materials were selected with durability, safety, and visual appeal in mind, aligning with the characteristics of elementary school students.

The next step was to create the Ludo Pintar game board. This process began with sketching the game path, the "Start" and "Finish" positions, and a space for the "LUDO PINTAR" title on the cardboard using a pencil and ruler. Once the sketch was proportionate, the lines were thickened with a black marker for clarity. Then, each game path was covered with colored origami paper according to the design, and game symbols such as question marks, gifts, and bombs were added to several squares. These symbols serve as instructional tools to aid gameplay. After all the pieces were pasted and decorated, the board was inspected again to ensure neatness and appropriateness of the layout. The board was decorated with metallic green tassels around the edges and included a card storage box and a short instruction label for an attractive and functional appearance. Figure 2 is presented below.

Figure 2. Final Result of Ludo Pintar Board

In addition to the board, this media also features question cards and challenge cards. The cards are made of 5 x 8 cm colored cardboard for easy grip by students. The cards are colored based on their function: blue for Question Cards, green for Punishment Cards, and orange for Reward Cards. These cards were designed using Canva for a visually appealing and uniform appearance. Figure 3, 4, and 5 are presented below.

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Figure 3. Question Card

Figure 4. Punishment Card

Figure 5. Reward Card

Next, pawns and dice were made for the game (Figure 6 and 7). The pawns were made of acrylic in the shape of schoolchildren for the group leaders, while team members used bird-shaped erasers in their team colors. The dice were small enough for students to easily grasp.

Figure 6. Ludo Pintar Pawns

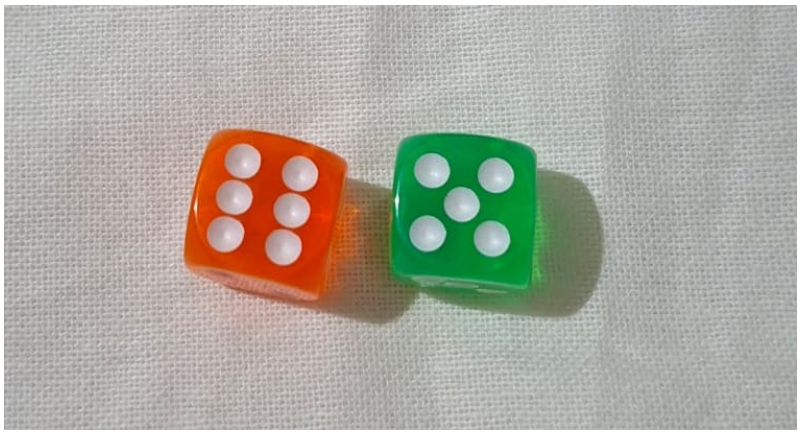

Figure 7. Ludo Pintar Dice

Once all the components are complete, the media is assembled by combining the board, cards, pawns, and dice into a single unit. The card box is placed on the left side of the board, the rules label is on the right, and a small container is provided to neatly store the pawns and dice. The final step in the development phase is initial inspection and refinement. Inspections are conducted to ensure all components are properly installed, the display colors match the design, the text is easy to read, and there are no damaged parts. After necessary adjustments, the first version of the Ludo Pintar media prototype (Draft I) is produced and ready for expert validation. The next stage is expert validation and product revision, which aims to assess the media's feasibility in terms of appearance and content before testing. Validation is carried out by two validators: a media expert and a material expert. The media expert validation was conducted by Dr. H. Firdaus Ainul Yaqin, M.Pd.I from Zainul Hasan Genggong Islamic University on October 29, 2025. The aspects assessed

include the media's form, technical quality, and function in supporting learning. The assessment results indicated that the media was sound and suitable for use, with a recommendation that the font size in the rules be enlarged for ease of student readability. Revisions were made based on the validator's suggestions.

Table 1. Revised Media Expert Validation Results

Suggestions	Before Revision	After Revision
Correct the font size on the rule card	The text is too small	It has been enlarged as suggested

Based on the Table 1, The validation by material experts was conducted by Dr. Mohamad Zubad Nurul Yaqin, M.Pd from the Postgraduate Program of UIN Maulana Malik Ibrahim Malang on October 24, 2025. The aspects assessed included the suitability of the content to the basic competencies, the accuracy of the material, and the quality of learning. The validator suggested that the question sentences be simplified, the game instructions shortened, and supporting illustrations added to make it more communicative for elementary school students.

Table 2. Results of Material Expert Revisions

Suggestions	Before Revision	After Revision
Question Difficulty Level	Some questions use vocabulary that is too advanced	uestions simplified with more familiar vocabulary
Game Instructions	The command sentence is too long and unclear	Instructions are shortened for easy understanding
Supporting Illustration	The questions are text only	Added simple illustrations to aid understanding

Based on the Table 2, After all suggestions were implemented, the final product (Draft II) of the Ludo Pintar media was produced, meeting the aspects of content and display suitability. This media was declared ready for use in the field trial phase and is expected to increase student motivation and understanding in learning synonyms and antonyms through an active, creative, and enjoyable learning experience (Figure 8).

Figure 8. of Making Ludo Pintar Media Ludo Pintar

Implementation

The implementation phase involved implementing the Ludo Pintar Bahasa Indonesia media in the classroom for fifth-grade students at MI Ihyaul Islam I, Probolinggo Regency. Before use, teachers were given instructions on how to play and link the game to learning objectives. Twelve students were divided into four small groups to enhance interactive learning. The lesson lasted two 35-minute sessions, with the teacher acting as a facilitator and the researcher as an observer. During the game, students rolled dice, moved pawns, and drew cards containing questions, tasks, rewards, or punishments related to the topic of synonyms and antonyms. After the activity, the teacher completed a practicality questionnaire to assess the ease of use of the media, while students completed a learning motivation questionnaire to gauge their responses to the Ludo Pintar media, which aimed to increase interest and engagement in learning.

Evaluation

The evaluation phase was conducted to assess the effectiveness and practicality of the Ludo Pintar Bahasa Indonesia media in learning. This evaluation consisted of two types: formative and summative. Formative evaluation was conducted throughout the learning process to review the appropriateness of the media use with the learning design, teacher and student responses, and identify weaknesses that needed improvement. Next, a summative evaluation was conducted after the learning activities were completed using a student learning motivation questionnaire and a teacher response questionnaire. The goal was to assess the media's effectiveness in achieving learning objectives, while also measuring its attractiveness, ease of use, and usefulness in supporting the Indonesian language learning process. Through this stage, the Ludo Pintar media was deemed to have met the eligibility criteria and was ready for wider use.

Media Validity Results

Before being implemented in schools, the Ludo Pintar learning media first underwent a validity test to ensure its suitability in terms of content, appearance, and learning function. This validation process was carried out through questionnaires administered to two validators: a media expert and a material expert, who possessed professional competence in their respective fields. The goal was to ensure that the developed media was truly suitable for use by teachers and students in the classroom. The media expert validation was conducted on October 29, 2025, while the material expert validation was conducted on October 24, 2025. The assessments from these two experts were then described in two sections: the media expert validation results and the material expert validation results. Based on the results in Table 3, a total score of 86 was obtained with a percentage of 86%, which is categorized as very valid. This means that the Ludo Pintar media is very good in terms of form, quality, and function. The complete results of the media expert validation can be seen in Table 3 below.

Table 3. Media Expert Validation Results

No	Statement	Score
A. Media Form		
1	The shape and color of the media are attractive to students.	5
2	The media's appearance is simple and uncluttered.	4
3	The media's size is appropriate for the students' needs and the learning environment.	4
4	The media's components (board, cards, game pieces) are proportionally sized	4
5	The font used is easy for students to read.	3
6	he layout of the text within the media is neat and pleasing to the eye	4
B. Media Quality		
7	The media is made of strong and durable materials.	5
8	Students can use this media easily without constant assistance.	4
9	The rules for using the media are clearly presented.	4
10	The media content aligns with the synonyms and antonyms.	4
11	The language used in the media is easy for students to understand.	4
12	The games are designed to align with the learning objectives.	5
C. Media Functions		
13	Media reflects the concept of learning through play. This media makes it easier for students to understand synonyms and antonyms. This media can be used independently or in groups. This media assists teachers in the classroom learning process. Students are interested in using the media repeatedly. Media increases interaction between students and teachers. Media encourages students to be active during learning. This media can improve the quality of classroom learning.	5
14	This media makes it easier for students to understand synonyms and antonyms.	5
15	This media can be used independently or in groups.	5
16	This media assists teachers in the classroom learning process.	5
17	Students are interested in using the media repeatedly.	4
18	Media increases interaction between students and teachers.	4
19	Media encourages students to be active during learning.	4
20	This media can improve the quality of classroom learning.	4
Total Score		86
Average Percentage		86%
Category		Highly Valid

The display is considered attractive and proportional, the use is easy to understand, and the concept of learning while playing is presented optimally. The validator only made a small suggestion to make the font size slightly larger to accommodate the reading ability of elementary school students. Next, to determine the extent to which the content and quality of learning in the media are appropriate, validation was conducted by material experts. The assessment results are presented in Table 4 below.

Table 4. Results of Material Expert Validation

No	Statement	Score
A. Contents		
1	The material in the media aligns with the applicable curriculum.	3
2	The material aligns with the Learning Outcomes (CP) and Learning Objectives (TP).	4
3	The content presentation concretely supports the achievement of CP and TP.	4

4	The material trains students according to the TP indicators at the target grade level.	4
5	The material is easy to understand for fifth-grade elementary school students.	3
6	The presentation of the material is tailored to the child's language development level.	3
7	The questions provided cover the level of understanding and application of the material.	3
8	The questions stimulate students' thinking skills (analysis, evaluation, etc.).	4
9	The questions reflect a variety of cognitive levels.	3
10	The sentences used in the media are short, concise, and unambiguous.	4
B. Learning Quality		
11	The materials support the achievement of learning objectives.	4
12	Student activities within the media align with the learning objectives.	4
13	The materials facilitate the achievement of objectives through playful practice.	4
14	The materials are structured systematically and logically.	4
15	The media provide feedback on student responses or activities.	4
16	Providing feedback motivates students to correct mistakes.	4
Total Score		59
Average Percentage		73%
Category		Valid

The results in Table 4 show that the total score obtained was 59 with a percentage of 73%, included in the valid category. This means that in terms of content and learning quality, this media is in accordance with the curriculum and learning objectives of Indonesian language for grade V. The material is arranged systematically and is easy to understand, and supports learning activities through educational games. The validator provided suggestions for minor improvements such as simplifying the language, increasing the variety of cognitive levels of the questions, and adding illustrations to make the media appear more attractive and contextual for students.

Media Practicality Results

The practicality of the *Ludo Pintar* media was tested through a teacher response questionnaire filled out by the fifth-grade homeroom teacher, Mrs. Wafirotul Umniyah, S.Pd.. The aspects assessed included learning, quality, function, and media form. Based on the assessment results, teachers considered *Ludo Pintar* very practical to be implemented in the classroom because it has an attractive appearance, is easy to use, and is in accordance with the characteristics of elementary school students. The complete results of teacher responses to this media are presented in Table 5 below.

Table 5. Results of Teacher Response Questionnaire

No	Statement	Score
Learning Aspects		
1	The material presented aligns with the learning objectives.	4
2	The material is easy for students to understand.	5
3	The material is appropriate for the students' developmental level.	5
4	The material presented provides sufficient depth for students to understand.	4
Media Quality		

5	The media is easy to use for both teachers and students.	4
6	The language used in the media is appropriate for students' understanding levels.	4
7	The material in the media is relevant to the topic of synonyms and antonyms.	5
8	The example questions or exercises in the media are relevant to the material being studied.	5
Media Function		
9	This media supports learning through a play-while-learning approach.	5
10	Students are enthusiastic because play activities are part of the learning process.	4
11	This media allows students to be more active in the learning process than the teacher.	5
12	The media encourages students to think and discover concepts for themselves.	4
Media Format		
13	The presentation of synonyms and antonyms in the media is systematic and sequential.	4
14	The media's appearance is colorful and engaging for students.	4
15	The illustrations and formats are tailored to the world of children.	5
16	The media has a simple and uncluttered appearance.	5
17	The font used is clear and easy for students to read.	5
18	The layout of the text and images in the media is neat.	4
19	The placement of material, questions, and activities within the media is proportional.	5
20	The media presents synonyms and antonyms in a varied and engaging manner.	5
Total Score		91
Average Percentage		91%
Category		Very Practical

Based on the data in Table 5, a total score of 91 with a percentage of 91% places this media in the very practical category. Teachers assessed that Ludo Pintar was not only easy to implement but also effective in fostering student enthusiasm and participation. In terms of appearance, this media is attractive and colorful, with illustrations appropriate for children's worlds, making learning feel fun and lively.

Media Effectiveness Results

To determine the effectiveness of *Ludo Pintar*, an analysis of students' learning motivation was conducted before and after using the media. A questionnaire was administered to 12 fifth-grade students, and the results showed a significant increase in the average learning motivation score. Complete data can be seen in Table 6 below.

Table 6. Student Questionnaire Results

No	Student Name	Score Before	Score After
1	Reza	29	54
2	Ido	28	56
3	Rina	28	54
4	Ion	27	48
5	Fikri	25	36

6	Farhan	27	56
7	Fina	27	53
8	Agung	28	50
9	Mida	34	54
10	Putri	33	55
11	Via	39	54
12	Ibnul	27	42
Average		**29,33**	**51**

Motivation increase is calculated using the formula:

$$P = \frac{(M2 - M1)}{M1} x\ 100\%$$
$$P = \frac{(51 - 29{,}33)}{29{,}33} x\ 100\%$$
$$P = 74\%$$

With a 74% increase in value, this media is categorized as effective because it is in the range of 61% ≤ P ≥ 75%. These results indicate that Ludo Pintar can significantly increase student learning motivation. Further analysis of the five indicators of learning motivation: attention, interest, persistence, enthusiasm, and responsibility is presented in Table 7 below.

Table 7. Percentage of Questionnaires for Each Indicator

No	Indicators	Before	After	Upgrade
1	Attention	52%	88%	+36%
2	Interest	49%	84%	+35%
3	Perseverance	48%	86%	+38%
4	Enthusiasm	44%	83%	+39%
5	Responsibility	51%	84%	+33%
Average		**49%**	**85%**	**+36%**

Table 7 shows that the highest increase occurred in enthusiasm (39%), followed by persistence (38%), and attention (36%). This fact indicates that Ludo Pintar not only makes students more focused and diligent, but also fosters a sense of enjoyment, enthusiasm, and responsibility in learning. In other words, this media successfully transforms the classroom atmosphere into a more lively, active, and oriented toward enjoyable learning experiences.

Discussion

Ludo Pintar Learning Media Development Process

The process of developing the Ludo Pintar learning media was carried out through five stages of the ADDIE model, namely Analysis, Design, Development, Implementation, and Evaluation. The analysis stage was carried out to identify student needs and problems that arise in learning Indonesian in class V MI Ihyaul Islam I. Based on the results of observations and interviews, it was found that students had low learning motivation, easily felt bored, and were less active because learning was still dominated by lecture methods without the support of interesting

media. Teachers also said that the availability of learning media in schools was still limited so that learning activities tended to be monotonous. This condition is in line with the opinion of Ni Luh et al. (2025) who stated that non-interactive learning is often the cause of low student motivation and participation. Therefore, innovative media are needed that can foster a spirit of learning through fun activities.

To address these needs, the Ludo Pintar media was developed, an educational game designed to make the learning environment more interactive, fun, and meaningful. Through a game-based approach, students not only learn cognitively but also engage emotionally and socially. This media is expected to increase learning motivation while enriching the variety of learning media in elementary schools. During the design stage, researchers modified the traditional Ludo game into an educational game containing synonym and antonym exercises. The game board design was made brightly colored with simple icons such as question marks, gifts, and bombs to make it easy for students to understand. The choice of red, blue, yellow, and pink was adapted to the psychological characteristics of elementary school children because color can influence focus and learning interest (Setiawati et al., 2025). In addition to the game board, researchers also created three types of supporting cards: Question Cards, Punishment Cards, and Reward Cards, designed using Canva for an attractive and uniform visual appearance.

Question Cards contain questions about synonyms and antonyms, Punishment Cards contain educational punishment instructions, while Reward Cards contain rewards such as additional points, candy, or praise. All cards were printed on five-by-eight-centimeter colored cardboard for easy handling and durability. The development phase involved transforming the media design into a physical product, the educational game Ludo Pintar Bahasa Indonesia. This product consists of a one-hundred-by-forty-centimeter game board, pawns, dice, and question cards on synonyms and antonyms. During the development, researchers considered neatness, material strength, and user safety to ensure it suited the needs of elementary school students. After completion, the media was validated by media and content experts to assess its suitability and quality before use in the classroom.

Media expert validation was conducted by Dr. H. Firdaus Ainul Yaqin, M.Pd.I., a lecturer at Zainul Hasan Genggong Islamic University on October twenty-ninth, two thousand and twenty-five. The validation results showed a total score of eighty-six with a percentage of eighty-six percent and included in the very valid category. The media was considered interesting, easy to use, and effective in fostering learning motivation through the concept of learning by playing. Suggestions for improvement only related to the font size to make it easier for students to read. Material expert validation was conducted by Dr. Mohamad Zubad Nurul Yaqin, M.Pd., a lecturer at the Postgraduate Program at UIN Maulana Malik Ibrahim Malang on October twenty-fourth, two thousand and twenty-five. The validation results showed a score of fifty-nine with a percentage of seventy-three percent and included in the valid category. The material was considered to be in accordance with the curriculum, easy to understand, and relevant to students' lives. The validator suggested that the wording of the questions be simplified, cognitive variations be increased, and supporting illustrations be added.

After being declared feasible, the Ludo Pintar media was implemented in Indonesian language learning on synonyms and antonyms material by involving twelve fifth-grade students who were divided into four small groups. The teacher acted as a facilitator during the activity. The implementation results showed that students appeared enthusiastic, active, and eager to participate in each activity. They participated in discussions, answered questions, and competed positively. The teacher stated that the classroom atmosphere became more interactive and enjoyable. Based on the teacher questionnaire, the media obtained an average score of ninety-one percent with a very practical category, indicating that this media is interesting, easy to use, and appropriate to the characteristics of elementary school students.

The evaluation stage was conducted through formative and summative evaluations. Formative evaluation showed an increase in student motivation and engagement during learning using the Ludo Pintar media. Summative evaluation was conducted by comparing the results of student motivation questionnaires before and after using the media and teacher response questionnaires regarding the practicality of the media. The results showed a significant increase in learning motivation and a very practical assessment from teachers. Overall, the Ludo Pintar media proved suitable for use in Indonesian language learning because it was able to increase student motivation, understanding, and engagement. These results are supported by research by Yustika et al. (2025) which showed that the Ludo game can create a fun learning atmosphere and increase interaction between students and teachers. Similar findings were also stated by Asari et al. (2023) that game-based media can foster enthusiasm for learning, reduce boredom, and strengthen elementary school students' conceptual understanding. Thus, educational game-based learning media has proven effective in increasing student motivation and learning outcomes.

Implementation of Ludo Pintar Learning Media

The implementation of the Ludo Pintar learning media in Indonesian language learning has received a very positive response from students. Throughout the learning process, students appeared enthusiastic, active, and eager to participate in each stage of the game. Answering questions, discussing, and competing in a sporting manner created a lively and enjoyable classroom atmosphere. This media has been able to change students' perceptions that learning is not always boring but can be done in an interesting and interactive way through educational games, particularly on synonyms and antonyms.

Based on the teacher response questionnaire, the Ludo Pintar media received a total score of 91 with a percentage of 91%, falling into the "very practical" category. Teachers assessed that this media was easy to use, relevant to learning objectives, and suited to the characteristics of elementary school students. The visuals were attractive, the language used was simple, and the content was easy for students to understand. Furthermore, this media was able to foster enthusiasm for learning and support the implementation of a fun learning approach in the classroom. Ludo Pintar's strengths also lie in its ability to improve concentration, active participation, and cooperation among students. According to Naisau (2021), educational game

media like Ludo can strengthen memory and concentration because it encourages students to focus so they can continue the game well. These results align with research by Solori and Hastuti (2021), which demonstrated that the use of game-based media is effective in increasing students' learning motivation and conceptual understanding, while also creating a fun and meaningful learning environment.

Thus, the application of the Ludo Pintar media has been proven to be able to create a more enjoyable and interactive learning atmosphere, thereby encouraging increased student learning motivation in Indonesian language subjects, especially on synonyms and antonyms. Through a play-while-learning approach, students become more focused, active, and enthusiastic in participating in learning activities. This media not only helps students understand the material more easily, but also fosters cooperation, self-confidence, and a positive outlook on learning activities. Therefore, Ludo Pintar is worthy of being used as an alternative innovative learning media to increase student motivation and engagement in Indonesian language learning in elementary schools.

Effectiveness of Ludo Pintar Learning Media

Based on the results of the learning motivation questionnaire analysis in the use of the Ludo Pintar learning media, there was a significant increase in student learning motivation in learning Indonesian on the antonyms and synonyms material. The average value of student learning motivation before using the media was 29.33, while after using the media, it increased to 51, with a percentage increase of 74%. Based on the effectiveness criteria, this value is included in the "effective" category, which means that the Ludo Pintar media succeeded in significantly increasing student learning motivation.

The analysis of each learning motivation indicator also showed an increase in all aspects, namely attention, interest, perseverance, enthusiasm, and responsibility. The highest increase was in the enthusiasm indicator (39%), followed by perseverance (38%) and attention (36%). This indicates that the use of the Ludo Pintar media is able to create a learning atmosphere that is fun, interactive, and competitive in a positive way. Through playing while learning activities, students become more focused, enthusiastic, and actively participate during the learning process. These results are in line with Confucius's view that states that "What I hear, I forget. What I see, I remember. What I do, I understand." (What I hear, I forget. What I see, I remember. What I do, I understand). This statement is in line with the Cone of Experience theory proposed by Edgar Dale (1969), which explains that the more concrete the learning experience experienced by students, the higher the level of understanding and learning retention (Sari, 2019).

The Ludo Pintar learning media presents a concrete learning experience through play activities, discussions, and collaboration that directly involve students in the process of understanding the concepts of antonyms and synonyms. Thus, students not only listen to the teacher's explanation, but also experience an active and meaningful learning process. This view is in line with the opinion of Susilawati (2018) who stated that learning motivation plays a crucial role in encouraging

students' achievement spirit and active involvement during the learning process. This finding is reinforced by research by Mahendra et al. (2024) which shows that the use of educational game media such as Ludo can improve student motivation and learning outcomes because it creates an interesting and collaborative learning atmosphere. In addition, Juwita et al. (2024) found that educational game-based media in Indonesian language learning can increase students' enthusiasm and interest in learning because playing activities foster a sense of joy and curiosity. Asari et al. (2023) also revealed that the use of game media is effective in increasing students' concentration and active participation because students learn through direct experiences that involve real emotions and actions. Thus, the results of this study confirm that the Ludo Pintar learning media is effective in increasing student learning motivation in fifth-grade Indonesian language learning. This media not only functions as a visual aid but also provides concrete and meaningful learning experiences. Through this media, students can learn actively, collaboratively, and enjoyably, in accordance with the joyful learning principles of the Independent Curriculum.

4. Conclusion

Based on the results of the research conducted, it can be concluded that the development of the Ludo Pintar Indonesian Language learning media has successfully produced an innovative educational media that is interesting and effective for use in the learning process in elementary schools. This media is able to help students understand synonyms and antonyms in a fun way through a play-while-learning approach. In addition to increasing student engagement, the use of this media also creates a more interactive and meaningful learning atmosphere. Teachers assessed the Ludo Pintar media as practical to use and optimally supports the achievement of Indonesian language learning objectives. The implementation results show that this media plays an important role in fostering student learning motivation, making them more active, enthusiastic, and focused during learning activities. Thus, the Ludo Pintar media can be used as an alternative innovative learning media in elementary schools. In the future, the development of this media can be directed at adding variations of material and digital-based adaptations to make it more interesting, easily accessible, and relevant to current developments in educational technology.

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