



## Development of Digital-Based Interactive Games to Improve Indonesian Speaking Skills of Grade IV Students of SDN 2 Suntu, Bima City

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### ABSTRACT

This research aims to create and implement learning tools in the form of digital-based interactive games to improve the speaking skills of fourth grade students of SDN 2 Suntu, Bima City, with a special focus on conjunction sentence material. The method used in this research is Research and Development (R&D) with the ADDIE approach, which consists of five stages namely analysis, design, development, implementation, and evaluation. The validation results show that this media is declared very feasible by material experts with a percentage of 83% and by media experts with a percentage of 90%. The practicality test showed results reaching 88.7% (for small groups) and 90% (for large groups), which indicated that this media was easy to use and interesting for students. The effectiveness test through N-Gain analysis resulted in a value of 0.79 which is included in the high category, which means there is a significant increase in students' speaking ability after using this media. Therefore, the Interactive game media is declared feasible, practical, and effective as one of the alternatives to digital-based interactive game learning to improve students' speaking ability at the elementary school level.

## 1. Introduction

In Indonesia, primary school students are supposed to have speaking skills. This skill includes more than just conveying information orally, but also includes proper intonation, articulation and word choice. The Ministry of Education and Culture (2003) in Law No. 20 of 2003 on the National Education System explains that education aims to produce students who have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the nation, and the state (Astutik, 2021). According to Yemima, et al., (2023) in order for skills in language and communication well, a person must master 4 aspects in language skills, namely: listening skills, speaking skills, reading skills, writing skills, of the four skills are a unity. These four things are a unity and cannot be

separated from one another, the four skills are acquired naturally by humans from childhood to education (Padmawati, 2019).

Effective speaking skills play an important role in the field of education, especially at the elementary school level (Kusyairi et al., 2024). Speaking is basically a productive language skill that involves both linguistic and non-linguistic aspects (Maulani et al., 2021). According to Rohana, the importance of speaking also has an impact on the ability to think, read, write, and listen (Suryaningrum, 2024). The Indonesian language learning process should be carried out with innovative methods so that students can participate actively and creatively. With the development of technology, digital learning media such as game-based learning can be applied to improve students' learning experience.

Technology-based learning media, such as interactive games, can create a fun learning atmosphere, increase motivation, and deepen understanding of the material. In the context of conjunctions, students must understand the use of conjunctions in context in order to be able to construct well-structured sentences. Educaplay, a game-based digital platform, provides features such as "Froggy Jumps" that can be used to train students' speaking skills. Septiana & Jauhari research (2025) shows that the use of interactive media froggy jumps with Educaplay in learning Arabic can help elementary school students in improving vocabulary mastery, which also has a positive impact on their speaking skills. However, conditions in the field show that the use of digital technology in learning at the primary school level, especially in Bima City, is still very minimal.

Based on the analysis of teachers at SDN 2 Suntu in Bima City who utilize digital media in learning Indonesian is very low. Many teachers still tend to use traditional lecture and practice methods that are not interesting for students. This condition is further exacerbated by the lack of teacher competence in using technology in learning. Most teachers in primary schools do not have adequate technology skills, even though the 2005 Teacher and Lecturer Law requires a teacher or professional educator to have a minimum academic qualification of S1 or diploma (IV), master competencies (pedagogic, professional, social and moral), and have an educator certificate, be physically and mentally healthy. (Lafendry, 2020).

At SDN 2 Suntu Kota Bima, initial observations made on November 12, 2024 showed a problem in this study, namely the low speaking ability of students. They have difficulty in understanding and using conjunctions appropriately, which results in a lack of good communication skills, both orally and in writing. Often, this is due to the lack of use of technology and innovative learning methods, hindering the development of students' speaking skills. Budiman and Hendrik, (2023) mentioned that students have not been able to hone their speaking skills well. In addition, students generally feel inhibited in speaking when teachers give assignments to convey information in class. According to Ferina, there are several factors that can affect students' speaking skills, namely: (1) internal factors in the form of feelings of embarrassment, doubt, lack of confidence, fear, being bullied by friends, or not mastering the learning material and (2) external factors originating from the environment and family, such as students feeling less cared for and not

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getting affection (Anjelina and Termini, 2022) can be an obstacle for students in expressing their speaking skills to the fullest.

Teachers' limitation in mastering digital media is also a problem. Teachers who are not familiar with technology are usually reluctant to integrate new learning media, so the learning process becomes monotonous and less varied. This study is unique compared to previous studies. First, often, discussions and research on education in Indonesia are dominated by perspectives from the island of Java or big cities (Djafar, R., 2023), while this study focuses on Bima City which has different social and cultural characters and challenges in unique educational infrastructure. Second, research on educational games is generally conducted on students in grades 3 or 5, while this study focuses on grade 4 students who are at an important phase in the development of language skills. In addition, the Froggy Jumps feature in Educaplay has not been widely researched in the context of conjunction learning, which is an innovation in this study.

The main purpose of this research is to develop an Educaplay-based game to improve grade 4 students' communication skills in conjunction sentence material. By utilizing the Froggy Jumps feature, students are expected to: 1) understand the function of various types of conjunctions, 2) compose cohesive and logical sentences, and 3) improve their communication skills both orally and in writing. Research by Sepriyanti, et al. (2024) shows that the use of educational games such as Educaplay has positive effects that increase students' desire to learn, help students participate and interact in class, help them build thinking skills, and help students understand topics more quickly, especially in Indonesian speaking skills, and make them more motivated in learning. For these reasons, the development of digital-based Educaplay games is needed at SDN 2 Suntu, Bima City.

The purpose of this research is to develop and implement a digital-based Educaplay game to improve the speaking skills of grade IV students at SDN 2 Suntu, Bima City. Through this interactive learning media, it is expected that students will be more motivated to actively participate in the learning process, so that their speaking skills can develop well. In addition, this research also aims to provide teachers with an innovative learning model to improve the quality of Indonesian language teaching by utilizing digital technology.

## **2. Methodology**

This research adopts the Research and Development (R&D) approach with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). This model is effective for digital learning media development because it is flexible, systematic, and allows continuous product improvement according to user needs and evaluation results. This research aims to produce products that will be developed so that they are suitable for use (Rahman, et al., 2022).

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### ***Analysis***

At this stage, identification of learning needs, characteristics of grade IV students of SDN 2 Suntu, Bima City, learning objectives, and analysis of Indonesian language materials, especially speaking skills, were conducted. The analysis also includes identifying the obstacles faced by students and teachers, as well as the potential for utilizing digital technology in schools. At the analysis stage, the research conducted is based on potential and problems (Latip, 2022).

### ***Design***

This stage includes designing the concept of an interactive game based on Educaplay, designing the game flow, making storyboards, selecting content, and planning the integration of supporting media such as learning videos (made with Canva and CapCut), images, music, and other visual elements that are attractive to elementary school students.

### ***Development***

At this stage, interactive game products begin to be developed according to the design that has been made. Factors that need to be considered are the creation of learning media, language, interactive, and its usefulness for the media users themselves (Anafi, et al., 2021). This process includes creating games on the Educaplay platform, creating learning videos with Canva and CapCut, and combining various multimedia elements. The resulting product is then validated by material experts and media experts to ensure its feasibility and effectiveness.

### ***Implementation***

The validated interactive game product was tested on grade IV students of SDN 2 Suntu, Bima City. Implementation was carried out on a small scale to see student responses and the effectiveness of the media in improving Indonesian speaking skills.

### ***Evaluation***

Evaluation is carried out formatively and summatively at each stage of development. The formative evaluation results will be analyzed in the form of assessments from expert validation, individual, small group, and field trials, so that product improvements are obtained. Meanwhile, the summative evaluation results are carried out to determine the effectiveness of the product developed (Wicaksana, et al., 2019).

Data Validation: Assessed with descriptive statistics (percentage, average score).

$$p = \frac{F}{N} \times 100\%$$

The media is declared feasible if the percentage is  $\geq 81\%$ .

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Response and Observation: Analysis using Likert scale, calculated percentage of answer choices. The Likert scale used can be seen in Table 1 and Table 2.

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Table 1. Criteria for Material and Media Expert Validity Assessment

Percentage of assessment results	Information
80 - 100%	Very appropriate
66 - 79%	Appropriate
56- 65%	Quite feasible
40 - 55%	Less feasible
30 - 39%	Not eligible

Table 2. Criteria for Effectiveness of Teacher and Student Responses

Percentage of assessment results	Information
80 - 100%	Very appropriate
66 - 79%	Appropriate
56- 65%	Moderately appropriate
40 - 55%	Ineligible
30 - 39%	Not eligible

To measure the development of students' speaking skills after the use of interactive games, to determine the difference in learning interest based on the posttest and pretest scores, the researcher used the N-Gain test (Akbar, et al., 2022):

$$g = \frac{\text{Posttest score} - \text{Pretest Score}}{\text{Maximum score} - \text{Pretest Score}}$$

The results of the N-Gain calculation are categorized using the criteria contained in Table 3.

Table 3. N-Gain Assessment Criteria

Value	Criteria
N-Gain $\geq 0,70$	High
$0,30 \leq$ N-Gain $< 0,70$	Saving
N-Gain $< 0,30$	Low

### 3. Results and Discussion

#### *Analysis*

In the analysis phase, the teacher conducted in-depth interviews to find out the needs and challenges faced by fourth grade students of SDN 2 Suntu, Bima City. The results of the interviews and observations showed that students' speaking skills, especially in the use of sentences with conjunctions, were still at a low level. Students often feel anxious, lack confidence, and face difficulties in composing

sentences in a logical and communicative order. In addition, the learning media used so far are considered uninteresting and do not support interactive speaking activities. This situation led to the choice of a digital-based interactive game as an innovative solution that can provide a fun learning experience and encourage students to be more active in developing their speaking skills.

### **Design**

After researching the problems that arise in class IV SDN 2 Suntu Kota Bima, the next step is to create and design media that is in accordance with the problems and needs of students at the school. Media planning is in the form of a digital-based interactive game using capcut, educaplay, and Canva applications. The determination of the material is adjusted to the problems faced by students about "conjunction sentences", as well as learning objectives and indicators of speaking skills in linguistic and non-language aspects.

The development of interactive game as an educational tool combines three platforms, namely a combination of CapCut application to create an animated video illustrating the Conjunction Sentence material, EducaPlay as a quiz medium with a frog jumping game method (Froggy Jumps), and Canva as the main platform that offers access to interactive games with features, colors, and music adapted to the character of the children's world. The developed interactive game used in learning is presented in figure 1.



Figure 1. Development of a digital-based interactive game

### **Subject Matter Expert Validation**

One of the important phases in the development of learning tools is the endorsement process by experts, which aims to verify that the content offered is in accordance with pedagogical principles, learning objectives, as well as applicable competency

standards. In this study, the endorsement process was conducted by Ms. Nunung Fatimah, M.Pd. As a material expert who has expertise in the field of basic education, especially in Indonesian language subjects. The main point of validation is devoted to the suitability of the material related to conjunction sentences, to ensure that the learning content is appropriate, the presentation is systematic, and relevant to the needs of the learners. The results of the material expert validation are presented in Table 4 below.

Table 4. Material Validation

Aspect	Percentage	Category
Material suitability	80%	Feasible
Content	80%	Feasible
Presentation of material	90%	Very feasible
<b>Total</b>	<b>83%</b>	<b>Very Feasible</b>

The assessment by material experts includes three indicators, namely the suitability of the material, content, and presentation of the material. The total score obtained was 29 out of a maximum score of 35, which resulted in a percentage of 83% based on the calculation of the formula  $P = F/N \times 100$ . With this achievement, the media is declared in the "Very Appropriate" category, which indicates that the material presented is in accordance with the learning objectives, the content is relevant, and the presentation is easy to understand. This assessment shows that the media has good content quality and is ready to be used in learning activities. The results of this study are reinforced by the statement (Aini, et al., 2024) that the results of validation: material expert validators validated the material with a percentage of eligibility of 87.4%.

### *Expert Validation*

Mr. Fakhri Khusaini, M.Pd.'s assessment of media experts obtained an average score of 90%, falling into the "very feasible" category. The module is considered aesthetically appealing, easy to use, and conducive to independent and group learning. The results of the Material Expert Validation are presented in Table 5.

Table 5. Media Validation

Aspect	Percentage	Category
Display	90%	Very Feasible
Color	90%	Very Feasible
<b>Total</b>	<b>90%</b>	<b>Very Feasible</b>

The total score obtained is 54 out of a maximum score of 60. Based on the calculation using the formula  $P = FN \times 100$ . A percentage of 90% was obtained. This value is in the "Very Appropriate" category, which indicates that the learning media has excellent visual and aesthetic quality. The display and color selection aspects are considered capable of supporting readability and increasing the attractiveness of students, making it feasible to use in the learning process. The results of this study are reinforced by the results of research by Aini, et al, (2024) where the wordwall educational game learning media is declared feasible to use,

material validation with a percentage of 87.4% feasibility, and media expert validators with a percentage of 87%.

### **Implementation**

This implement stage aims to prepare the learning environment and involve students well in the learning process (Hidayat, 2021). The implementation phase is carried out to test the feasibility and effectiveness of the learning media that has been designed. In this phase, the product is tried in the actual learning context to understand the extent to which the media can help achieve learning objectives. Through this implementation, factual data is obtained regarding the ease of use and user responses to the media, both from students and teachers, which then become the basis for product evaluation and improvement. The practicality test is seen from the recapitulation of students' responses (Small Group and Large Group). The results of the practicality test from both teacher and learner responses are in tables 6, 7 and 8.

Table 6. Teacher Response Results

Number of Questions	Percentage	Category
11	87,3 %	Very Practicals
<b>Total</b>	<b>87,3 %</b>	<b>Very Practical</b>

Based on the calculation results using the formula  $P = FN \times 100$ , a score of 48 out of a maximum score of 55 was obtained, so the percentage of practicality reached 87.3%. This value is in the "Very Practical" category, which indicates that the learning media is considered very feasible and easy to use by users. This assessment reflects that the media has fulfilled the aspects of clarity, understandability, and ease of application. The findings of Jarmita, et al., (2020) show that the response of educators to learning media is very positive in all aspects measured. The results are: indicators of ease, clarity, suitability, appearance, and attractiveness. Each obtained a percentage of 97.5%, 92.5%, 97.5%, 77.5%, and 96.2%.

Table 7. Recapitulation of Student Response Results (Small Group)

Number of Students	Percentage	Category
8	88,7%	Very Practical
<b>Total</b>	<b>88,7%</b>	<b>Very Practical</b>

Assessment of the learning media was carried out by eight respondents in the small group trial. Each respondent gave a score with a total acquisition of 710 from a maximum score of 800. Based on calculations using the Likert scale formula  $P = F / N \times 100$ , a percentage of 88.7% was obtained. This value is in the "Very Practical" category, which indicates that the media is considered very feasible to use in learning. This assessment reflects that the media has a high level of clarity, ease of use, and effectiveness according to users on a small scale. This statement is reinforced by the statement of Hilumalo, et al, (2023) that the results of a small-scale test of 8 students were in the very good category with a certain percentage, with a value of 95.2%.

Table 8. Results of Student Response Recapitulation (Large Group)

Number of Students	Percentage	Category
16	90%	Very Practical
<b>Total</b>	<b>90%</b>	<b>Very Practical</b>

A large-scale trial was conducted with 16 respondents to assess the practicality of the learning media. Based on the calculation results, a total score of 1,440 was obtained out of a maximum score of 1,600, which was then calculated using the Likert scale formula  $P = F/N \times 10$ . The results showed a practicality percentage of 90%. This value falls into the "Very Practical" category, indicating that the learning media meets the criteria of clarity, ease of use, and applicability in a broader learning context. These findings reinforce the validity of the media's practicality based on users' perceptions in a large group. This is supported by the study conducted by Hilumalo et al. (2023), in which the results of a large-group trial involving 20 students were categorized as "very good," with a percentage of 94.6%.

### ***Evaluation***

At this evaluation stage, the researcher made final revisions to the developed product based on suggestions and comments from experts and small groups recorded in the response questionnaire (Anafi et al., 2021). The assessment aimed to ensure that the media met the effectiveness aspects in accordance with the predetermined learning objectives. Effectiveness testing was carried out to determine the extent to which the designed learning media could improve students' learning outcomes. This phase was intended to evaluate the impact of the media's use on achieving learning objectives through quantitative data, such as pretest and posttest results.

The results of the effectiveness test provided evidence-based information on the success of the media in supporting the learning process, while also serving as a basis for assessing the feasibility and potential for wider implementation of the media in educational contexts. The effectiveness test results were calculated using the following N-Gain is 0.79. Based on the N-Gain calculation results, a score of 0.79 was obtained, which falls into the high category. This indicates a significant improvement in students' learning outcomes after the treatment was given. Thus, the learning media used is considered effective in enhancing students' understanding. This finding is supported by the study conducted by Aini et al. (2024), in which the overall calculation yielded a percentage of 89.5%, categorized as "Very Effective."

### **4. Conclusion**

This study successfully developed and implemented a learning medium in the form of a digital game known as Educaplay, aimed at improving the speaking skills of fourth-grade students at SDN 2 Suntu, Bima City, particularly in the use of conjunction sentences. The development process followed the ADDIE model,

which includes the stages of analysis, design, development, implementation, and evaluation proven to be systematic, flexible, and adaptable to user needs.

Validation results from material experts indicated that the learning media was in the “highly feasible” category, while validation from media experts obtained a in the “highly feasible” category. This indicates that the media meets the criteria related to content, presentation, and appearance that optimally support the learning process.

Practicality tests conducted through small and large groups yielded both in the “very practical” category, indicating that the media is easy to operate, engaging, and supportive of interactive and communicative learning activities. Furthermore, the media effectiveness test, analyzed using the N-Gain categorized as high. This finding demonstrates a significant improvement in students’ learning outcomes after using the developed learning media.

Therefore, the Educaplay-based digital game meets the standards of feasibility, practicality, and effectiveness for use in Indonesian language learning, particularly in enhancing students’ speaking abilities related to conjunction sentence material. The media also has the potential to be more widely applied in technology-based learning at the elementary school level.

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