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DEVELOPMENT OF LEARNING MEDIA BASED ON THE LUPAS GAME (LUDO IPAS) TO IMPROVE LEARNING MOTIVATION OF GRADE V STUDENTS AT SDN CIPAYUNG 02

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Abstract

The learning motivation of fifth-grade students of SDN Cipayung 05 is still low, this is due to the use of less varied learning media. This study aims to develop a learning media based on the Lupas game (Ludo IPAS) to increase the learning motivation of fifth-grade students of SDN Cipayung 02. The method used is research and development with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Validation was carried out by material experts with a percentage of 96%, media experts with a percentage of 100%, and language experts with a percentage of 94%. From the three experts obtained an average percentage of 97% which indicates that the Lupas media (Ludo IPAS) is very suitable for use. The results of the trial before using the media obtained a percentage of 71% and after using the media obtained a percentage of 94%, from these results a significant difference can be seen, so that the Lupas game-based learning media (Ludo IPAS) is very effective in increasing student learning motivation.

Keywords: Learning media, Learning motivation, Lupas media (Ludo IPAS)

Abstrak

Motivasi belajar siswa kelas V SDN Cipayung 05 masih rendah, hal ini disebabkan karena penggunaan media pembelajaran yang kurang bervariasi. Penelitian ini bertujuan mengembangkan media pembelajaran berbasis permainan Lupas (Ludo IPAS) untuk meningkatkan motivasi belajar siswa kelas V SDN Cipayung 02. Metode yang digunakan adalah penelitian dan pengembangan (Research and Development) dengan model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Validasi dilakukan oleh ahli materi dengan persentase 96%, ahli media dengan persentase 100%, dan ahli bahasa dengan persentase 94%. Dari ketiga ahli memperoleh rata-rata persentase 97% yang menunjukkan bahwa media Lupas (Ludo IPAS) sangat layak digunakan. Hasil uji coba sebelum menggunakan media memperoleh persentase 71% dan setelah menggunakan media memperoleh persentase 94%, dari hasil tersebut terlihat perbedaan yang signifikan, sehingga media pembelajaran berbasis permainan Lupas (Ludo IPAS) sangat efektif dalam meningkatkan motivasi belajar siswa.

Kata Kunci: : Media pembelajaran, Motivasi belajar, Media Lupas (Ludo IPAS)

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INTRODUCTION

Education is a fundamental human need that influences an individual's growth, transformation, and overall state, particularly regarding the development of knowledge, skills, and life attitudes. Pristiwanti et al. (2022) define education as a systematic process for developing individual potential, while Pratomo et al. (2021) emphasize its role in preparing individuals to participate actively in their social environment. Sabillah et al. (2024) describe education as a learning process that fosters spiritual aspects, self-control, character, intelligence, and skills for both personal and social life aligning with Agustin et al. (2021), who highlight the importance of education in shaping the behaviors and skills that serve as assets for success.

Education occurs not only formally within schools but also as a lifelong process across various environments. In schools, the Independent Curriculum has merged Natural Sciences (IPA) and Social Sciences (IPS) into a single subject known as IPAS, granting teachers and students the freedom to design creative and enjoyable learning experiences (Jihan et al., 2023; Sibagariang et al., 2024). A desire to learn is key to sparking motivation (Irawan et al., 2023). According to Dewi et al. (2024), motivation is a mental drive that directs actions toward specific goals. Afriansyah (2022) asserts that learning motivation ignites enthusiasm and excitement, enabling students to achieve success.

Engaging learning media can strengthen learning motivation. Fadilah et al. (2023) describe learning media as tools that make instruction effective and optimal, while Salsabila et al. (2024) emphasize their role in stimulating student enthusiasm. Game-based media, such as Ludo, offer an appealing option. Ludo a classic board game originating in India during the 6th century is both easy to play and enjoyable (Tarigan et al., 2024; Naufal et al., 2024). Research by Sintya Safira et al. (2024) demonstrated that Genially-based Ludo media for Social Studies (IPS) instruction achieved 98% validity, 81% effectiveness, and a high level of practicality. Filda Dwi Utami et al. (2024) also demonstrated that a Ludo-based TGT model could significantly improve the pantun writing skills of fifth-grade students.

Observations at SDN Cipayung 02 revealed low student learning motivation. Students lacked enthusiasm and appeared bored, drowsy, and prone to daydreaming; they also complained because conventional instructional media relied solely on textbooks without engaging visuals. The fifth-grade homeroom teacher noted that the lack of variety in media design caused students to lose interest quickly. Addressing these issues, this study developed "Lupas" (Ludo IPAS) learning mediaan innovative solution combining game elements with Natural and Social Sciences (IPAS) contentaimed at boosting the learning motivation of fifth-grade students.

METHOD

Research Setting and Timing

The research was conducted at SDN Cipayung 02 (Kp. Selang, Cipayung Village, East Cikarang District, Bekasi Regency, West Java) in April 2025. The location was selected based on information from the Grade V homeroom teacher regarding the need for instructional innovation. Preliminary observations indicated issues with low learning motivation.

Research Method and Design

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This study employed the Research and Development (R&D) method to develop a game-based learning medium called "Lupas" (Ludo IPAS), focusing on the topic of cultural heritage types and their preservation. The development model followed Sugiyono (2016), simplified into seven stages: identifying potential and problems, information gathering, product design, design validation, refinement, field testing, and revision.

Research Subjects
The subjects were 40 Grade V students at SDN Cipayung 02; a sample of 25 students demonstrating low learning motivation was selected using purposive sampling.

Research Procedure
The development stages followed the ADDIE model:
Analysis: needs, curriculum, content, and student characteristics. Results showed students were passive due to teacher-centered instruction and a lack of interactive media. Content was derived from the IPAS (Natural and Social Sciences) curriculum, Chapter 7, Topic A: "What is My Regional Culture Like?" Design: planning a wooden Ludo board (80 x 80 cm) featuring an Indonesian culture theme, accompanied by content cards, question cards, and reward cards printed on art paper. Development: product fabrication and validation by subject matter, media, and language experts. Implementation: field testing with students to measure effectiveness. Evaluation: analysis of practicality and effectiveness based on student and teacher feedback.

Research Instruments
Instruments included observation, interviews, questionnaires, validation sheets, response sheets, and learning motivation effectiveness sheets. Measured aspects included perseverance, learning drive, engagement, ease of use, and enjoyment in problem-solving. Data Analysis Techniques.

Qualitative data analysis was used to inform improvements, while quantitative analysis utilizing a 1 - 5 Likert scale converted to percentages was used to assess validity, practicality, and effectiveness scores. The success criterion was defined as the "very valid/practical/effective" category, applicable when the percentage exceeded 81%.

RESULTS AND DISCUSSION

This study employs the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to develop "Lupas" (Ludo IPAS) an educational game focused on the topic of cultural heritage types and preservation efforts.

Analysis was conducted through observation and interviews at SDN Cipayung 02. Findings revealed that IPAS instruction was teacher centered, lacked sufficient media, and was unengaging, resulting in low student activity and motivation. The curricula implemented were the *Kurikulum Merdeka* (Independent Curriculum) for grades I, II, IV, and V, and the 2013 Curriculum for grades III and VI. The selected subject matter was Grade V IPAS, Chapter 7, Topic A: "What Is My Regional Culture Like?"

The media design was tailored to the needs of elementary students, who require concrete and interactive learning tools. The media consists of an 80×80 cm wooden board featuring a Ludo game layout integrated with educational symbols; it is accompanied by game pieces, dice, content cards, question cards, reward cards (made of art paper), and an instruction manual. The design incorporates an Indonesian cultural theme to blend learning with enjoyable gameplay.

Table 4.1 Design of the Lupas (Ludo IPAS) Media

Picture	Explanation
	The design of the "Lupas" (Ludo IPAS) game board is square, measuring 80 x 80 cm, and features four large squares serving as home bases, 40 path squares, 20 colored squares, and one finish square. Colored arrows indicate the direction of movement, while specific icons mark different spaces: a book for content cards, a gift box for rewards, a question mark (?) for question cards, a "zonk" symbol for penalties, and a star to indicate a safe zone for the player.
 	The Lupas (Ludo IPAS) game features four illustrated playing pieces depicting regional specialties, traditional houses, traditional musical instruments, and traditional dances. The pieces are made of wood and feature images on both sides; each piece measures 8 x 6 cm, with a base measuring 3.5 x 3 cm.
	The Lupas (Ludo IPAS) game includes a single 4 cm wooden die. Details regarding the numbers on the die are as follows: ● = 1 ●● = 2 ●●● = 3 ●●●● = 4 ●●●●● = 5 ●●●●●● = 6
	The Lupas (Ludo IPAS) game features three types of cards: content cards, question cards, and reward cards. These are printed on art paper and measure 9.5 x 6.5 cm. Content cards: contain information related to the IPAS subject matter specifically, types of cultural heritage. Question cards: contain IPAS questions based on the material that has been explained.

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	Reward cards: awarded when players explain the material, answer questions correctly, or land on a prize square.
 	The Lupas (Ludo IPAS) game comes with a user manual for the Lupas (Ludo IPAS) learning medium, printed on art paper in A5 size (14.8 x 21 cm). The 14-page manual contains the following sections: table of contents, introduction, game objectives, learning objectives, game components, game rules, instructions for play, learning assessment, the teacher's role, playing tips and strategies, benefits of the game, conclusion, and the author's biography.

Development

At this stage, following the design of the learning media to be developed, the next phase is development.

Media Production

In this phase, the researcher creates the product the Lupas (Ludo IPAS) game-based learning media in a tangible form based on the design from the previous stage. The first step in producing the Lupas media involves gathering the necessary tools and materials. Once all tools and materials are collected, a foldable wooden board measuring 80 x 80 cm is constructed; subsequently, the game board layout is designed and printed as a sticker to be affixed to the foldable board. Next, four illustrated game pieces (pawns) are created, featuring images of regional specialties, traditional houses, traditional musical instruments, and traditional dances. These game pieces are made of wood and feature double-sided imagery; the pieces measure 8 x 6 cm, with bases measuring 3.5 x 3 cm. A wooden die measuring 4 x 4 cm is also produced. Card designs are then created, comprising content cards, question cards, and reward cards; these are printed on art paper at a size of 9.5 x 6.5 cm. Content cards contain information regarding the IPAS (Natural and Social Sciences) subject matterspecifically types of cultural heritage—while

question cards feature IPAS questions based on the material previously explained. Reward cards are awarded when players explain the material, answer questions correctly, or land on a prize square. Finally, an instruction manual for the Lupas game-based learning media is produced, printed on art paper in A5 size (14.8 x 21 cm).

Table 4.2 Lupas (Ludo IPAS) Media and Its Components

Lupas Game Board (Ludo IPAS)

Game board before the image is applied.

Front view of the Lupas (Ludo IPAS) game board.

The Lupas (Ludo IPAS) game arena board is shown in
Lupas Game Pawns (Ludo IPAS)


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Lupas Game Dice (Ludo IPAS)



Lupas Game Cards (Ludo IPAS)



Lupas Guide Book (Ludo IPAS)



Product Validation Process

During the product validation stage, the researcher conducted validation activities involving expert validators. Following the validation process, the researcher made revisions based on the feedback provided by the validators.

Specifically, the product validation involved three experts: a subject matter expert, a media expert, and a language expert. After receiving validation, the researcher revised the product in accordance with the experts' input. The names of the expert validators for this study are listed below:

Table 4.3 Names of Expert Validators

No.	Area of Expertise	Validator
1	Subject Matter Expert	Insanul Kamil, S.Pd., M.Pd.
2	Media Expert	Sri Noviyanti, S.Pd.

3	Language Expert	Santi Kurnia, M.Pd.

This study utilized both qualitative and quantitative data. Qualitative data consisted of critiques and suggestions from subject matter experts, media experts, and language experts. This data served as the basis for refining the product—the LUPAS (Ludo IPAS) learning media. Meanwhile, quantitative data comprised numerical figures derived from validation sheets completed by the experts, as well as responses from students and teachers, to assess the effectiveness of the media in fostering student learning motivation. Data from the expert validations were processed using the following formula:

$$V = \frac{X}{Y}\ x\ 100\%$$

Where:
V = Validity score
X = Score obtained
Y = Maximum score
Source: (Adli, 2020)

The following section presents the data and analysis derived from the questionnaires completed by the subject matter, media, and language experts, including their critiques and suggestions:

Subject Matter Expert Validation
Validation by the subject matter expert was conducted by Mr. Insanul Kamil, S.Pd., M.Pd., the Principal of SDN Wanajaya 05, on July 28, 2025. The questionnaire results were processed using the following formula:

$$V = \frac{X}{Y}\ x\ 100\%$$

$$V = \frac{43}{45}\ x\ 100\%$$

V = 96 %

Based on the calculation above, the overall assessment provided by the subject matter expert yielded a score of 43 out of a maximum of 45, resulting in a percentage of 96%. According to the validity criteria table, this score falls into the "highly valid" category.

Media Expert Validation
Validation by the media expert—Ms. Sri Noviyanti, S.Pd., a teacher at SDN Wanajaya 05—was conducted on July 28, 2025. The questionnaire results were processed using the following formula:

$$V = \frac{X}{Y}\ x\ 100\%$$

$$V = \frac{45}{45}\ x\ 100\%$$

V = 100 %

Based on the calculation above, the overall assessment provided by the media expert reached a score of 45 out of a maximum of 45, resulting in a percentage of 100%. Referring to the validity criteria table, this score falls into the "highly valid" category.

Language Expert Validation

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Validation by the language expert Ms. Santi Kurnia, S.Pd., M.Pd., an active lecturer at Universitas Pelita Bangsa—was conducted on July 25, 2025. The results of the language expert validation questionnaire were processed using the following formula:

$$V = \frac{X}{Y}\ x\ 100\%$$

$$V = \frac{33}{35}\ x\ 100\%$$

V = 94 %

Based on the calculation above, the overall assessment provided by the language expert reached a score of 33 out of a maximum of 35, resulting in a percentage of 94%. Referring to the validity criteria table, this score falls into the "highly valid" category.
The following are the suggestions and revisions provided by the language expert validator:

Implementation
The implementation stage was conducted to determine the effectiveness of the Lupas (Ludo IPAS) learning media in increasing the IPAS (Natural and Social Sciences) learning motivation of fifth-grade students at SDN Cipayung 02. Effectiveness was assessed by distributing a learning motivation questionnaire to the students. The trial process involved all fifth-grade students at SDN Cipayung 02, totaling 40 students. The research was conducted over two sessions.

During the first session of the trial, the process was as follows: the researcher explained the material on Indonesian Cultural Heritage to the students using a conventional learning model (lecture method), with the only learning medium being the textbook. After the learning session concluded, the researcher distributed a learning motivation questionnaire to all students to complete prior to using the Lupas (Ludo IPAS) media. The questionnaire results were processed using the following formula:

$$\text{Percentage} = \frac{\text{Total score obtained}}{\text{Total maximum score}}\ x\ 100\%$$

$$\text{Percentage} = \frac{2130}{3000}\ x\ 100\%$$

P = 71%

Based on the table above, the total score and the analysis of student learning motivation prior to using the Lupas (Ludo IPAS) learning media resulted in a figure of 71%, falling into the "effective" category. The second meeting of the trial process proceeded as follows: the researcher distributed a summary of the material on Indonesian Cultural Heritage and provided a recap. Subsequently, the students were divided into four groups. The researcher then explained how to use the game-based learning media, Lupas (Ludo IPAS), in accordance with the guidebook.

The researcher posed questions to group representatives to determine the order of play and the group names. Once everything was ready, the game commenced. Winners were determined based on two categories: the first to reach the finish line and the group that collected the most points or rewards. After the game ended, the researcher distributed a post-usage learning motivation questionnaire, as well as student and teacher response questionnaires, to assess the effectiveness of the Lupas (Ludo IPAS) game-based learning media. The questionnaire results were processed using the following formula:

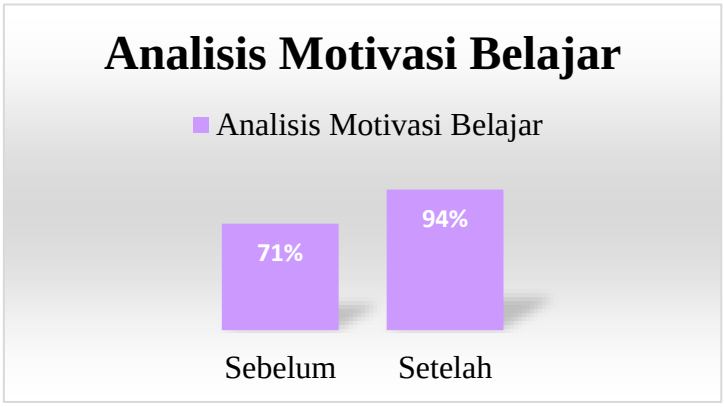
$$\text{Percentage} = \frac{\text{Total score obtained}}{\text{Total maximum score}}\ x\ 100\%$$

$$\text{Percentage} = \frac{2817}{3000}\ x\ 100\%$$

P = 94%

using the Lupas (Ludo IPAS) learning medium—specifically, a 94% rate, falling into the "highly effective" category.

Figure 4.1 Student Learning Motivation Diagram



Based on the diagram above, it can be concluded that the learning motivation of Grade V students at SDN Cipayung 02 increased significantly: prior to using the Lupas (Ludo IPAS) learning media, the overall score was 71% (categorized as effective), whereas after using the Lupas (Ludo IPAS) media, the overall score reached 94% (categorized as highly effective).

Evaluation

Following the stages of analysis, design, development, and implementation, the final stage is evaluation. The quality of the game-based learning media (Lupas / Ludo IPAS) developed by the researcher can be assessed in terms of practicality by examining student and teacher responses to the media. The questionnaire results were processed using the following formula:

$$P = \frac{f}{N}\ x\ 100\%$$

$$P = \frac{1940}{2000}\ x\ 100\%$$

P = 97 %

Based on the calculation above, the overall assessment given by students regarding the developed learning media resulted in a score of 97%. Referring to the practicality criteria table, this score falls into the "highly practical" category. The questionnaire results were processed using the following formula:

$$P = \frac{f}{N}\ x\ 100\%$$

$$P = \frac{44}{50}\ x\ 100\%$$

P = 88 %

Based on the calculation above, the overall assessment given by teachers regarding the developed learning media reached a score of 44 out of a maximum of 50, resulting in a percentage of 88%. Referring to the practicality criteria table, this score falls into the "highly practical" category.

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Research Discussion

The discussion in this study addresses the problem formulations regarding the design, feasibility, and effectiveness of the Lupas (Ludo IPAS) learning media.

Media Development Process

This study employs the Research and Development (R&D) method using the ADDIE model, which encompasses analysis, design, development, implementation, and evaluation. The analysis indicates that IPAS (Natural and Social Sciences) instruction in Grade V at SDN Cipayung 02 lacked interactivity due to a scarcity of engaging media. The curriculum implemented is the Independent Curriculum, focusing on the topic "Types of Cultural Heritage and Efforts to Preserve Them." Students require concrete learning aids that can be seen and touched; consequently, the "Lupas" (Ludo IPAS) medium was developed. It consists of an 80x80 cm wooden game board and includes components such as game pieces, dice, content cards, question cards, reward cards, and a guidebook. The medium underwent validation by subject matter, media, and language experts prior to student trials.

Media Suitability

Validation results indicated scores of 96% from the subject matter expert, 100% from the media expert, and 94% from the language expert. The average score of 97% places the medium in the "Highly Valid" or "Highly Suitable" category for use in IPAS (Natural and Social Sciences) instruction.

Media Effectiveness

Student response to the medium reached 97%, while teacher response was 88%; both fall into the "Highly Practical" category. Learning motivation questionnaires showed an increase from 71% ("Effective" category) prior to using the medium to 94% ("Highly Effective" category) afterward. This demonstrates that the Lupas (Ludo IPAS) medium is effective in boosting the learning motivation of Grade V students at SDN Cipayung 02.

CONCLUSION

The Lupas (Ludo IPAS) learning medium is a modified Ludo game played by 2 to 4 individuals or four groups integrated with IPAS subject matter, allowing students to engage in healthy competition while answering questions. By combining game elements with educational content, Lupas (Ludo IPAS) creates an interactive, enjoyable, and effective learning experience that enhances student motivation. Based on the research findings, the following conclusions can be drawn:

This study employed the Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The product resulting from this research is the game-based learning medium known as Lupas (Ludo IPAS). The ADDIE model is explained as follows: Analysis: Conducting an analysis that encompasses needs assessment, curriculum analysis, content analysis, and learner characteristic analysis. Design: The initial step involved selecting and gathering materials, as well as creating the visual designs to be used in producing the Lupas (Ludo IPAS) learning medium. Development: The researcher developed the Lupas (Ludo IPAS) medium, comprising a game board, dice, content cards, question cards, reward cards, and an instruction manual. Implementation: Trials were conducted with students to assess the effectiveness of the developed medium and to determine whether the Lupas (Ludo IPAS) learning medium could enhance student learning motivation. Evaluation: The quality of the Lupas (Ludo IPAS) medium developed by the researcher was assessed for practicality during the evaluation stage by examining student and teacher responses to the learning medium. Feasibility of the Lupas (Ludo IPAS) learning medium. The developed learning media was subsequently evaluated by experts. The subject matter expert validator gave a rating of 96%, placing it in the "highly suitable" category. The media expert validator gave a rating of 100%, also in the "highly suitable" category. The language expert validator gave a rating of 94%, likewise in the "highly suitable" category. Based on these three evaluations, the Lupas (Ludo IPAS) media achieved an average score of 97%, falling into the "highly suitable" category. This indicates that the Lupas (Ludo IPAS) media is

highly suitable for use in IPAS (Natural and Social Sciences) instruction regarding types of cultural heritage.

Effectiveness of the Lupas (Ludo IPAS) learning media

The researcher administered questionnaires to assess student and teacher responses to the Lupas (Ludo IPAS) media. Student responses yielded a score of 97%, placing it in the "highly practical" category, while teacher responses yielded a score of 88%, also in the "highly practical" category. To determine the effectiveness of the Lupas (Ludo IPAS) media, the researcher administered a motivation questionnaire to fifth-grade students. Analysis of the learning motivation questionnaire prior to using the Lupas (Ludo IPAS) media showed an average score of 71% ("Effective"), whereas analysis after using the media showed an average score of 94% ("Highly Effective"). A significant difference was observed between the scores obtained before and after using the Lupas (Ludo IPAS) media. Thus, it can be concluded that the Lupas (Ludo IPAS) media has a significant impact on enhancing the learning motivation of fifth-grade students at SDN Cipayung 02.

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