



Increasing the Learning Interest of Fourth Grade Elementary School Students with Mission Book Game

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ARTICLE INFO

Article history:

Received February 10, 2022

Revised February 11, 2022

Accepted May 12, 2022

Available online May 25, 2022

Kata Kunci:

Mission Book, Game Edukasi, Minat Belajar, Media Pembelajaran

Keywords:

Mission Book, Educational Games, Learning Interest, Learning Media

DOI:

<https://dx.doi.org/10.23887/jet.v6i2.45619>

ABSTRAK

The lack of learning media that can increase students' interest in learning makes the meaningful learning process less than optimal. This study aims to develop a mission book game that has been declared suitable for use in learning and has effectiveness in increasing the learning interest of fourth grade students. This development research uses the ADDIE development method. The research subjects in this learning media development research are 2 material experts, 2 media experts, 2 practitioners, and 15 students. The data collection method in this study was a questionnaire to obtain data from experts, practitioners and student responses about the acceptability of the mission book game learning media. Questionnaires were used to measure students' interest in using this mission book game. The results of the study indicate that the Game Mission Book media has been declared valid, practical, and effective to increase students' interest in learning. This can be seen from the results of the media validity test analysis with content experts, the average overall score is 4.2 with very valid criteria, overall media experts are 4.6 with very valid criteria, the overall practitioner response is 4.6 with very valid criteria, and student responses (individual test and small group test) as a whole are 4.4 and 4.2 with very valid criteria. Based on the results of the effectiveness test, students who study with the aid of the mission book game have a higher interest in learning than students who study without the aid of the mission book game.

ABSTRACT

Minimnya media pembelajaran yang dapat meningkatkan minat belajar siswa membuat proses pembelajaran yang bermakna kurang optimal. Penelitian ini bertujuan untuk mengembangkan media mission book game yang dinyatakan layak digunakan dalam pembelajaran dan efektif dalam meningkatkan minat belajar siswa kelas IV. Penelitian pengembangan ini menggunakan metode pengembangan ADDIE. Subjek penelitian dalam penelitian pengembangan media pembelajaran ini adalah 2 orang ahli materi, 2 orang ahli media, 2 orang praktisi, dan 15 orang siswa. Metode pengumpulan data dalam penelitian ini adalah angket untuk memperoleh data dari pakar, praktisi dan tanggapan siswa tentang akseptabilitas media pembelajaran mission book game. Kuesioner digunakan untuk mengukur minat siswa dalam menggunakan mission book game ini. Hasil penelitian menunjukkan bahwa media mission book game telah dinyatakan valid, praktis, dan efektif untuk meningkatkan minat belajar siswa. Hal ini terlihat dari hasil analisis uji validitas media dengan ahli isi, rata-rata skor keseluruhan sebesar 4,2 dengan kriteria sangat valid, ahli media secara keseluruhan sebesar 4,6 dengan kriteria sangat valid, respon praktisi secara keseluruhan sebesar 4,6 dengan kriteria sangat valid, dan tanggapan siswa (tes individu dan tes kelompok kecil) secara keseluruhan adalah 4,4 dan 4,2 dengan kriteria sangat valid. Berdasarkan hasil uji keefektifan, siswa yang belajar dengan bantuan permainan buku misi memiliki minat belajar yang lebih tinggi dibandingkan siswa yang belajar tanpa bantuan media mission book game.

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1. INTRODUCTION

Learning is essentially a process of providing or distributing information or knowledge from educators to students that occurs in two directions (Pratiwi & Puspito Hapsari, 2020). Learning is currently being carried out in schools is online learning in which teachers and students do not meet face-to-face at school (Dhawan, 2020; Syarifudin, 2020). However, in online learning, two-way learning must also be carried out (Handayani et al., 2020). The occurrence of two-way learning requires educators who can create an interesting learning atmosphere (Rosyidiana, 2021). An interesting learning atmosphere for students will make students more active in participating in learning (Berlyana & Purwaningsih, 2019). In addition, in both online and in-person learning, it is very important to increase students' interest in learning (Basa & Hudaidah, 2021; Rohani & Zulfah, 2021). Good learning interest in students will be able to create a more active learning atmosphere (Muammar & Suhartina, 2018; Siswanti, 2019). By having a good interest in learning, students can also easily develop their potential so that learning objectives can be achieved well (Alifah et al., 2019; Muammar & Suhartina, 2018). Creating an interesting learning atmosphere for students can be done, one of which is by using learning media as a tool for teachers in building a learning atmosphere that is not monotonous and can help students understand learning material (Oktafiani et al.,

2020). In addition, the existence of learning media in the learning process can also increase student learning interest (Nursyam, 2019). Student interest in learning is very important in the learning process because students who have a high interest in learning will make students have good concentration or focus in participating in the learning process (Summyadi et al., 2020). In other words, students who have a high level of interest in learning will make the distribution of information or knowledge from educators to students run better (Puspitarini & Hanif, 2019). Therefore, it is very important to have learning media in the learning process because it will be able to help teachers and students understand the learning material and will be able to increase students' interest in learning (Andriyani & Suniasih, 2021; Ntobuo et al., 2018). Based on this, to foster student learning interest in the learning process, it is necessary to have interesting learning media.

However, the reality on the ground is very different. In the learning process in the classroom, teachers rarely or even do not use learning media in the learning process (Wahyu et al., 2020). This makes the learning that teachers carry out less attractive to students in participating in learning (Prasetyono et al., 2021). This is similar to the results of observations that have been made. The results obtained in the observation activity are teachers in carrying out learning rarely use learning media. The lack of teachers using learning media in the learning process is caused by the minimal availability of learning media in schools. In addition, the observations also found the results that the learning media in schools were mostly teacher-centered learning media, not student-centered activities. This will make students only study when they are in school (Utari et al., 2019). The fourth grade students still tend to like to play, the media used as necessary can make students learn while playing so that the learning that students get becomes more meaningful and can be understood by students (Salsabila et al., 2020). The limitations of learning media in these schools result in a lack of student learning interest, because learning tends to be memorized and boring (Krismadinata et al., 2021; Nevrita et al., 2020). The use of less learning media can also make students unable to play an active role in participating in learning so that it will cause students' learning interest decrease (Kurniasari et al., 2021; Manurung et al., 2021). With low student interest in learning, the quality of teaching and learning will be low because the learning that teachers do will not produce good student learning outcomes (Yahya & Wahidah Bakri, 2020). Therefore, the existence of learning media greatly influences the learning process that teachers carry out (Wijayanti & Relmasira, 2019). So, it can be concluded that the learning process is monotonous or implemented without using interesting learning media will be able to cause low student learning interest in participating in learning. With the low student learning interest in the learning process will be able to cause achievement or student learning outcomes will be low.

From the problems above, the solution that teachers can take is to carry out classroom learning using learning media (Sulistyo et al., 2020). In general, the existence of learning media will facilitate interaction or delivery of material between students and teachers so that learning becomes more effective and efficient (Afandi et al., 2021). In particular, the existence of learning media can increase students' interest in learning, can instill the basic concepts of true and real learning so that it can be implemented in students' daily lives, can provide real experiences for students, and lay the foundation for thinking so as to encourage students to be more active in nature. the learning process so that it can increase student interest in learning (Dwijayani, 2019). The existence of learning media will also be able to further activate teaching and learning activities in the classroom because students will play an active role in participating in learning (Dewi et al., 2019). Learning media that can activate students in participating in classroom learning are learning media that have a game concept (A. C. Sari et al., 2019). With the concept of the game, students are required to be actively involved in the learning process so that learning will be more meaningful for students (Pamungkas et al., 2018).

One example of learning media that has a game concept is the mission book game. The mission book game is a learning media where students will learn while playing and are required to complete a mission which will later be closely related to learning at school and related to students' daily lives. With this media students can learn anytime and anywhere, both at home and at school. By using this media will make students learn effectively and actively so that the learning done by students becomes meaningful and able to increase students' interest in learning. Other studies that have developed similar learning media have found that this learning media is very suitable for use in the learning process in the classroom because this media has a very large contribution in increasing student interest in learning (Dwi Evayani et al., 2021). The use of learning media in the form of games is also very feasible and effective to use in the process of increasing active behavior in learning (Amalia et al., 2021). The use of learning media with the concept of educational games can also make it easier for teachers to carry out learning in class because it is very practical to use (Oktariyanti et al., 2021).

There have been many research developments that develop educational game-based learning media. One of the studies that develops educational games is development research that develops educational games based on Platform Games using Construct 2 software with the result that the media can be declared valid and practical to use in learning (Agung Saputro et al., 2018). In addition to this development research, there is also the development of PEKA game media made using the Construct 2 application. The PEKA game presents material for fractional operations, namely addition, subtraction, multiplication, and division and gets the results that the media is suitable for use in learning (Putri & Airlanda, 2020). Although many studies have been carried out by

developing game-based media, these studies have developed games designed for computers. This will be very difficult for students, especially elementary school students in using it. In this study, the media will be developed in the form of a book that can be played by students so that students can use it more easily. The purpose of this research is to develop a mission book game that has been declared suitable for use in learning and has effectiveness in increasing the learning interest of fourth grade students. The feasibility of learning media is done by testing the validity of the product or learning media developed. Meanwhile, the test of the effectiveness of the developed learning media was carried out with a prerequisite test, namely by conducting a homogeneity test and a normality test.

2. METHOD

This type of research is a type of development research. The subjects of this study were fourth grade students. The development model used in this research is the ADDIE. The ADDIE consists of five stages, namely, analysis, design, development, implementation, and evaluation. This model was chosen because it has systematic stages (Tegeh & Jampel, 2017). At the analysis stage, it is carried out with the aim of exploring problems and obtaining initial data needed for the implementation of further research which is carried out by conducting curriculum analysis, needs analysis and characteristics analysis. The design stage is the stage of designing learning media by determining the materials that will be included in the media that will be developed in the mission book game. The development stage is the stage of product manufacture and product testing to several experts which is carried out with the aim of finding out the extent of the feasibility of the media and improvements if there are suggestions or input from media experts. The implementation stage is to implement the media created with the aim of knowing the impact of applying the media in the learning process. The last stage is the evaluation stage which is carried out to revise the product that has been developed. The research subjects in this learning media development research are 2 material experts (content), 2 media experts, 2 teachers (practitioners) and 15 students. Media experts in this study are lecturers who are competent in the field of learning media for elementary schools. Material experts in this study are lecturers who are competent in the field of basic education. Teachers as respondents in this study are teachers who already have a minimum education level of Strata 1 who teach in fourth grade students. And students as respondents in this study are elementary school students who are currently studying in the fourth grade. Students as research subjects in this study were 15 students with 5 male students and 10 female students.

Data collection methods used by researcher in her research were the observation method, the interview method, and the questionnaire method. Observation activities are carried out with the aim of observing the researchers will do during learning. Interviews were conducted with the aim of obtaining information by asking and answering the respondents using an interview guide. Questionnaire is a technique of gathering information in which it contains a question sentence. The instrument used in this research is a questionnaire which is a measuring instrument or data collection tool used to collect data in a study. The questionnaire method is used to measure student interest which has four indicators which are translated into 20 items. The instrument grid in this study is presented in Table 1, Table 2, Table 3, and Table 4.

Table 1. The Grid of Learning Interest

| Variable | Indicator |
|-----------------------|--|
| The Learning Interest | The Feeling Of Pleasure Of Students In Participating In Learning |
| | The Student Involvement In Learning |
| | The Students' Attention To Learning |
| | The Student Interest In Learning |

(Slameto, 2010)

Table 2 The Grid of Media Expert Review Instrument

| Criteria | Indicator |
|--------------------|---|
| Language | The clarity of the language used |
| | The ease of reading letters |
| | The image quality |
| | The image size used |
| Image/illustration | The suitability of the image with the real object |
| | The suitability of the image with the material |
| | The place the image on the media |
| | The color image on media |

| Criteria | Indicator |
|------------------------|---|
| Presentation technique | The media attraction |
| | The media carrying capacity |
| | The media size fit |
| Graphics | The paper type accuracy |
| | The suitability of the shape of the picture book |
| | The suitability of letters with student characteristics |
| | The image and text layout |
| | The composition of colors presented |

(Yaumi, 2018)

Table 3 The Grid of Content Expert Review Instrument

| Criteria | Indicator |
|--|--|
| The conformity with the curriculum, The breadth and depth of the material | The carrying capacity of the material on cognitive development |
| | The breadth of the scope of the material presented |
| | The suitability of the material with the level of achievement of cognitive |
| | The suitability of the material with the characteristics of the child |
| | The conformity of the content of the material with the theme |
| The content accuracy | The accuracy of the material presented |
| | The relationship of the material with the characteristics of students |
| | The relationship of the material to the level of understanding of students |
| Language | The relationship of the material with the level of difficulty in students |
| | The font model selection |
| | The sentence length accuracy |
| | The use of punctuation marks |

(Kusumawardhana, 2014)

Table 4 The Grid Of Expert Practitioner Review Instrument

| Variable | Indicator |
|----------|---|
| Image | The image quality |
| | The image size used |
| | The suitability of the image with the real object |
| | The suitability of the image with the material |
| | The place the image on the media |
| Content | The color image on media |
| | The accuracy of the material presented |
| | The accuracy of presentation of material based on existing facts |
| | The interest in the material with a level of understanding |
| Language | The relationship of the material with the characteristics of students |
| | The accuracy of language style with student characteristics |
| | The font model selection |
| | The sentence length accuracy |
| | The use of punctuation marks |

(Yaumi, 2018 & Kusumawardhana, 2014)

The instrument has been tested for the validity of the content of the instrument to determine the feasibility level of the instrument to be used. The results of the instrument content validity for the media expert instrument from 16 items were all declared valid. The results of the instrument content validity for the content expert instrument of 14 items were all declared valid. The results of the instrument content validity for the practitioner assessment instrument from 14 items were all declared valid. The results of the instrument content validity for the learning interest instrument from 20 items were all declared valid. The analysis of the data used in this study is divided into two stages of analysis, namely the analysis phase of the product validity test and the analysis of the effectiveness test. Quantitative descriptive analysis method was used to obtain the average score of each expert through the assessment sheet. The scores obtained are then calculated on average to determine the validity of the

learning tools developed. The average score obtained is then converted using a five-scale conversion guideline to determine the validity of the developed media.

Inferential analysis is used to analyze the data and then it is used to generalize to the population where the sample is taken. Before testing the hypothesis using inferential statistics (t-test), a prerequisite analysis test is performed which includes the normality test and the homogeneity of variance test. Normality test of data distribution is carried out to ensure that the sample really comes from a normally distributed population so that hypothesis testing can be carried out. In this study, the normality test in the study was carried out manually with Chi-Kuadrat analysis and with the help of the SPSS 25 for Windows program. The test criteria are data with normal distribution if the significance number (sig.) > 0.05. The homogeneity of variance test was carried out to test whether the distribution of the data was homogeneous or not, by comparing the variances. Homogeneity test can be done if the data group is in a normal distribution. Testing the homogeneity of variance in this study was carried out using Fisher's test (F). The data is said to have a homogeneous variance if the probability value is more than 0.05. And the data is said to be inhomogeneous from the population if the significance of the results is less than 0.05.

3. RESULT AND DISCUSSION

Result

The analysis stage was the first stage in this research which is carried out by analyzing student needs, analyzing student characteristics and analyzing curriculum. The results obtained from the analysis of student needs are the lack of media that supports the learning process, because teachers tend to use conventional learning where teachers convey more information in the teaching and learning process, teachers use books provided at school more. The analysis of student characteristics was carried out to determine the character of students in the learning process. This analysis aims to determine the level of students' various abilities. The results obtained in the analysis of student characteristics, namely the fourth grade elementary school students are at the stage of concret operational development. The curriculum analysis is carried out to analyze Core Competencies (*KI*), Basic Competencies (*KD*), and indicators of achievement of learning objectives contained in teacher and student books that are in accordance with the 2013 curriculum so that they can be used as guidelines in developing material on learning media that will be developed. *KI*, *KD*, and indicators. The description of basic competencies and indicators in this study is presented in Table 5.

Table 5 The Basic Competencies and Competency Achievement Indicators

| Basic Competencies | Indicator |
|--|---|
| 3.1 Observing the main ideas and supporting ideas obtained from spoken, written, or visual texts. | 3.1.1 Explaining the meaning of the main idea |
| | 3.1.2 Identifying the main ideas and supporting ideas of each paragraph |
| 4.1 Organizing the information obtained from the text based on the interconnectedness of ideas into a written framework. | 4.1.1 Presenting the main ideas and supporting ideas of each paragraph of the written text in the form of a mind map. |
| | 4.1.2 Compiling information about the diversity of the Minang Tribe |
| | 4.1.3 Developing how to make a summary |
| 3.2 Identifying social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation; and its relationship to the characteristics of space. | 3.2.1 Connecting traditional musical instruments according to their respective regions of origin. |
| | 3.2.2 Finding out a suitable musical instrument by playing it. |
| | 3.2.3 Explaining local social and cultural diversity |
| | 3.2.4 Explaining the celebration of religious holidays as a form of social, cultural and religious diversity in the local province as the identity of the Indonesian nation |
| | 3.2.5 Linking traditional Indonesian food with its regional origin. |
| 4.2 Presenting identification results regarding social, economic, cultural, ethnic, and religious diversity in the local province as the identity of the Indonesian nation; and its relationship to the characteristics of space | 4.2.1 Telling the social diversity that exists in each area. |
| | 3.6.1 Explaining the meaning of sound source |
| | 3.6.2 Explaining the process of sound |

| Basic Competencies | Indicator |
|--|--|
| 3.6 Applying the properties of sound and its relation to the sense of hearing. | 3.6.2 Explaining the process of the occurrence of sound from a sound source |
| | 3.6.3 Explaining the function of the nature of sound related to the ear as a hearing instrument |
| | 3.6.4 Describing the correct bouncing and absorbing properties of sound. |
| | 3.4.1 Finding information about diversity in Indonesia. |
| 3.4 Identify various forms of ethnic, social, and cultural diversity in Indonesia that are bound by unity and integrity. | 3.4.2 Explaining the meaning of diversity |
| | 3.4.3 Implementing the attitude of unity and unity in diversity |
| | 3.4.4 Finding examples of the attitude of unity and unity in diversity |
| | 3.4.5 Explaining the importance of cooperation in diversity |
| | 3.4.6 Explaining the forms of cooperation in diversity |
| | 3.4.7 Explaining the diversity that exists from his friends |
| | 3.4.8 Explaining the attitude of cooperation between different individuals in the engklek game. |
| | 4.4 Presenting various forms of ethnic, social and cultural diversity in Indonesia which are bound by unity and integrity. |
| 3.3 Understanding the basics of regional dance movements. | 3.3.1 Identifying the basics of Bungong Jeumpa dance movements in a standing position. |
| | 3.3.2 Identifying the basics of Bungong Jeumpa dance movements in a sitting position. |
| | 3.3.3 Explaining the meaning of movement formation in dance. |
| 4.3 Demonstrating the basics of regional dance movements. | 4.3.1 Practicing Bungong Jeumpa dance movements in a standing position |
| | 4.3.2 Practicing Bungong Jeumpa dance movements in a sitting position. |

(Anggari, 2017)

The design stage is the stage where the product developed is the mission book game of thematic. At this stage, it is done to determine the materials that will be included in the media that will be developed in mission book game of thematic. The media design was created using Adobe Illustrator. Media designs are created using Adobe Illustrator which are then printed. The mission book game that was created and developed has a paper size of 8.5 x 11 inches which has a total of 86 pages. This mission book game uses art paper and glossy paper in its manufacture so that it is not easily torn and damaged. Furthermore, the preparation of an assessment instrument for the learning media that will be developed is carried out. The instrument that has been prepared is then tested for the validity of the content of the instrument to determine the feasibility of the assessment instrument used.

The third stage in this research is the development stage which is carried out to develop the mission book game thematic Learning media mission book game which contains the front cover, back cover, foreword, table of contents, instructions for using the mission book game, the content section of the mission book game consists of questions related to the Cultural Diversity of my Nation and at the end contains a list of record achievements and certificates. The results of product development in this study are presented in Figures 1, Figure 2, Figure 3, and Figure 4.

At this stage the validity of the product developed was also tested. The result of calculating the validity coefficient of the development product in the form of a mission book game was obtained 4.6 with a very valid and feasible category from the media aspect; 4.2 with a very valid and proper category from the is aspect; 4.6 with a very feasible category based on practitioner responses; and 4.4 with a very decent category based on the results of the responses of several groups of students. In addition, the development of this learning media has gone through several stages of improvement based on input/suggestions from experts. After testing the validity of the product content, the research proceeds to the next stage.

The next stage is the implementation stage which is carried out by testing the product directly to students with the aim of obtaining a significant impact on the use of the media on students' interest in learning, whether it increases or not. At this stage, the research hypothesis is proven related to interest in learning as the effect of the product being developed. This stage is carried out several stages for taking the hypothesis, namely normality test and homogeneity test. Testing the normality of each variable is carried out with the aim of knowing that the distribution of data from each variable does not deviate from the characteristics of data that are normally distributed. In the normality test, the results showed that the significance value of Kolmogrov Smirnov was 0.200, which was greater than 0.05. Thus, all data distributions can be declared normally distributed. Furthermore, homogeneity test was carried out. The homogeneity test of the variance of activity and learning outcomes was

conducted to show that two or more groups of sample data came from those with the same variance. The results obtained from this test show that the Based on Mean significance value of 0.153 in each data distribution is greater than 0.05. Thus, it can be concluded that the fourth grade students' interest in learning has a homogeneous variance. After doing some of these tests, then conclusions are drawn from the hypotheses that have been made previously. The results of the hypothesis test obtained a significance value (Sig. (2-tailed)) on the t-test for Equality of Means of 0.000. Furthermore, the significance value was compared with 0.05. Which means $0.000 < 0.05$ the results of hypothesis testing, obtained a significance value (Sig. (2-tailed)) on the t-test for Equality of Means of 0.000. Furthermore, the significance value was compared with 0.05. Which means $0.000 < 0.05$ so H_0 is rejected and H_1 is accepted. So, it can be concluded that there is a significant difference in interest in learning between groups of students who are taught using Game Mission Book media and groups of students who are not taught using Game Mission Book media.

Discussion

This development research resulted in a product that was used as an innovative learning media in the form of a mission book game for fourth grade elementary school students. This learning media is used to assist students in understanding the material presented by the teacher. In addition, students can practice independently in applying the concepts of knowledge they already have in solving the problems presented in the Game mission book. In addition, this media is also used to help problems faced by students. The mission book game was developed using the ADDIE development model, which consists of 5 stages of development, namely analysis, design, development, implementation, and evaluation (Tegeh & Jampel, 2017).

The analysis stage is the first stage carried out in this research, which is carried out by analyzing the curriculum, student needs, and student characteristics. Curriculum analysis is carried out to analyze Core Competencies (KI), Basic Competencies (KD), and indicators of achievement of learning objectives contained in teacher and student books that are in accordance with the curriculum 2013 so that they can be used as guidelines in developing material on learning media that will be developed. The analysis of student needs is carried out to determine the needs of students and teachers in the learning process. Based on the results of the analysis, it is known that in the learning process, students only use student books provided by the school. In addition, in providing the learning process, teachers rarely use fun and innovative learning media. The analysis of student characteristics was carried out to determine the character of students in the learning process. Based on Piaget's theory, it is very necessary for the existence of learning media when students are learning because it makes it easier for students to learn and understand learning quickly and easily (Hartini et al., 2018).

The next stage is the planning stage. At this stage the product is designed based on the characteristics of students who will later use this media. The product is designed to have a design with a lot of animation. The use of animated images in this media is intended to attract students' interest in using this media. The presence of animated pictures on a learning media will be able to attract students' interest to observe the content of the learning media that is being used (Ismiyati et al., 2021; Sunami & Aslam, 2021). In addition, the presence of these animated images will be able to increase students' curiosity so that students will be more enthusiastic to find out what the overall content of the media is (Fitri, 2020; Sunami & Aslam, 2021). Media is also designed using bright colors. By using bright colors, it is intended to attract students' interest in using this media (Azzahrah Putri et al., 2021; Rosyida, 2019). This is in accordance with the character of elementary school students where elementary school students really like bright colors because bright colors will make the atmosphere cheerful (Azzahrah Putri et al., 2021; Oktaviani et al., 2020).

At this development stage, it is done by creating and developing learning media and also validating the media. The finished product results are then validated to experts and individual trials and small group trials. Based on the results of the validity of the developed media, it is declared valid and suitable for use in the learning process. The feasibility of the developed product can be seen from several aspects, namely the first from the aspect of conformity to the characteristics of students. At the elementary school level, students really need learning media to help understand the learning process. This is because students at the elementary school level are at the concrete operational stage where at this stage students can only understand learning material if the material is concrete or real (AD, 2018; Bujuri, 2018). Therefore, the existence of this learning media will greatly assist students in understanding abstract material (Ekayani, 2017; Novita et al., 2019). The product feasibility can also be seen from the design aspect. The products developed have designs with bright colors. Bright colors will attract students to use this media (Azzahrah Putri et al., 2021; Rosyida, 2019). This is in accordance with the character of elementary school students where elementary school students really like bright colors because bright colors will make the atmosphere cheerful (Azzahrah Putri et al., 2021; Oktaviani et al., 2020). In addition, the products developed are also designed with animated images. The existence of animated pictures on a learning media will be able to attract students' interest to observe the content of the learning media that is being used (Ismiyati et al., 2021; Sunami & Aslam, 2021). In addition, the presence of these animated images will be able to increase students' curiosity so that students will be more enthusiastic to find out what the overall content of the media is (Fitri, 2020; Sunami &

Aslam, 2021). The feasibility of the developed media can also be seen from the media design that takes the concept of game learning media. With learning media that has a game concept, it will grow or stimulate students' critical thinking power in participating in learning (Fitria, 2021).

After carrying out the validity and refinement of the product, the implementation stage needs to be carried out in order to obtain a significant impact on the use of the media on students' interest in learning, whether it increases or not. Based on the results of trials that have been carried out, it was found that the mission book game developed had a positive contribution to increasing student interest in learning. The increase in student interest in learning after using this learning media in participating in learning is because this media is designed using bright colors and has animated images that are liked by students. The use of colors and images that are preferred by elementary school students will make students more interested in using these learning media (Azzahrah Putri et al., 2021; Rosyida, 2019). In addition, using colors and animated images that are liked by students will create curiosity. The knowledge of students increases so that students' interest in participating in learning will increase (Azzahrah Putri et al., 2021; Oktaviani et al., 2020). The increased students' learning interest in participating learning process using media is due to the concept of this learning media which has a game concept. Concept of the game increases students' curiosity so that students will be motivated to complete the game (Fitria, 2021). If students are able to complete the game, it will make students more enthusiastic in participating in learning so that it can indirectly increase their interest in learning.

The result has been obtained above is very relevant to the results of research that has been done previously. Another study that developed similar learning media obtained the results that this learning media was very suitable to be used in the learning process in the classroom because this media had a very large contribution in increasing students' interest in learning (Dwi Evayani et al., 2021). The use of learning media in the form of games is also very feasible and effective to use in the process of increasing active behavior in learning (Amalia et al., 2021). The use of learning media with the concept of educational games can also make it easier for teachers to carry out learning in class because it is very practical to use (Oktariyanti et al., 2021).

The results of this study certainly have implications for the process of implementing learning. In learning, teachers should have creativity in developing students' enthusiasm and interest in participating in learning. When students are enthusiastic and interested in participating in learning, students' interest in learning will increase. In other words, their high sense of interest and enthusiasm in learning will certainly increase students' learning interest in the class. With the improvement in students' learning interest, students can take part in learning well and can understand learning materials optimally (R. K. Sari & Harjono, 2021).

4. CONCLUSION

This development research resulted in a product that was used as an innovative learning media in the form of a mission book game for fourth grade elementary school students. The product developed has been declared feasible and effective to use in the learning process because it can improve students' interest in learning. By using the learning media mission book game, students' interest in learning improve and students become motivated and enthusiastic when participating in class learning.

5. REFERENCES

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