

INTEGRATING CONTEXTUAL LEARNING AND TRADITIONAL GAMES: DEVELOPMENT OF ADVENTURE BOARD GAME AS MEDIA FOR IPAS

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Abstract: IPAS learning in elementary schools requires contextual and interactive learning media to support students' active engagement and meaningful understanding of scientific and social concepts. However, classroom learning is often dominated by textbook use and teacher-centered instruction, which limits students' motivation and participation. This study aims to develop a contextual-based Adventure Board Game learning media for the IPAS subject in Grade IV elementary school. The research method used was Research and Development (R&D) with the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation. The research subjects were nine Grade IV students of SD Negeri Napallicin, North Musi Rawas Regency. Data collection techniques included observation, interviews, expert validation sheets, teacher and student questionnaires, and learning outcome tests. The results show that the developed learning media obtained a validity score of 0.87, categorized as very valid. The practicality assessment results indicate an average score of 89.33%, categorized as very practical. Meanwhile, the effectiveness test results show an average score of 83%, categorized as very effective. Based on these findings, the contextual-based Adventure Board Game learning media is suitable for use in IPAS learning in Grade IV elementary school. This study implies that integrating traditional games into contextual learning can enhance students' engagement and learning outcomes. Future research is recommended to implement the developed media on a larger scale and explore its application in other subjects and grade levels.

Keywords: development, learning media, Adventure Board Game, IPAS, ADDIE

INTRODUCTION

Education is a systematic effort to develop students' potential through planned learning activities (Sugiyono, 2021; Suryadi & Nugroho, 2022). In elementary education, learning should be adapted to students' developmental characteristics. Elementary school students tend to learn more effectively through concrete experiences, direct interaction, and play-based activities (Fitria & Kenedi, 2021; Nurhasanah & Widodo, 2021). Therefore, learning media play an important role in supporting the learning process so that learning objectives can be achieved optimally.

In the context of the Merdeka Curriculum, the IPAS subject integrates scientific and social concepts that require students to actively observe, analyze, and relate learning materials to everyday life (Pratama & Lestari, 2024). Ideally, IPAS learning should be carried out using contextual and interactive learning media. However, based on observations and interviews conducted at SD Negeri Napallicin, IPAS learning was still dominated by teacher explanations and textbook use. Learning media were rarely used, causing students to become less motivated, less focused, and less active during the learning process. Similar conditions have also been reported in previous studies on elementary learning practices (Kurniawan & Sari, 2020; Rahmawati & Suryani, 2020).

Learning media function as tools to help teachers convey learning materials clearly and systematically (Arsyad, 2021; Handayani & Pratiwi, 2022). The use of appropriate learning media can increase students' interest, motivation, and understanding of learning materials. One type of learning media that can be used in elementary school is game-based learning media. Game-based learning is proven to create a fun learning atmosphere and encourage students to participate actively in learning activities (Hidayat & Setiawan, 2023; Yuliana & Amalia, 2025).

Adventure Board Game is a traditional game that is familiar to students and easy to implement in the classroom. This game can be developed into learning media by integrating subject matter into the game rules and question cards. Previous research has shown that Adventure Board Game learning media can improve motivation and learning outcomes in elementary school students (Nastiti et al., 2022; Putri & Wahyuni, 2023). Through contextual adaptation, Adventure Board Game media can help students connect IPAS materials with real-life situations, making learning more meaningful.

Although many studies discuss game-based learning media, research focusing on the development of contextual-based Adventure Board Game learning media specifically for IPAS subjects in the Merdeka Curriculum is still limited. Therefore, this study aims to develop a contextual-based Adventure Board Game learning media for Grade IV IPAS learning and to examine its validity, practicality, and effectiveness.

Education is a systematic effort to develop students' potential through learning activities. In elementary education, learning should be adapted to students' developmental characteristics. Students at the elementary level tend to learn more effectively through concrete experiences, direct interaction, and play-based activities. Therefore, learning media play an important role in supporting the learning process so that learning objectives can be achieved optimally.

In the context of the Merdeka Curriculum, the IPAS subject integrates scientific and social concepts that require students to actively observe, analyze, and relate learning materials to everyday life. Ideally, IPAS learning should be carried out using contextual and interactive learning media. However, based on observations and interviews conducted at SD Negeri Napallicin, IPAS learning was still dominated by teacher explanations and textbook use. Learning media were rarely used, causing students to become less motivated, less focused, and less active during the learning process. As a result, some students did not achieve optimal learning outcomes.

Learning media function as tools to help teachers convey learning messages clearly and systematically. The use of appropriate learning media can increase students' interest, motivation, and understanding of learning materials. One type of learning media that can be used in elementary school is game-based learning media. Games can create a fun learning atmosphere and encourage students to participate actively in learning activities.

Adventure Board Game is a traditional game that is familiar to students and easy to implement in the classroom. This game can be developed into learning media by integrating subject matter into the game rules and question cards. Through this approach, students can learn while playing, which is suitable for their characteristics. Contextual-based Adventure Board Game learning media can help students connect IPAS materials with real-life situations, making learning more meaningful.

Several previous studies have shown that Adventure Board Game learning media can improve students' motivation and learning outcomes. However, most studies focus on general subjects or specific topics, and research on the development of contextual-based Adventure

Board Game learning media for IPAS in the Merdeka Curriculum is still limited. Therefore, this study aims to develop a contextual-based Adventure Board Game learning media for Grade IV IPAS learning and to examine its validity, practicality, and effectiveness.

Learning media play a strategic role in elementary education because they help students understand abstract concepts through concrete experiences. According to Arsyad (2021), learning media function as tools that facilitate the delivery of learning messages so that learning objectives can be achieved more effectively. In line with this, Branch (2020) emphasizes that well-designed instructional media must be aligned with learning objectives, student characteristics, and learning contexts.

Elementary school students are at the concrete operational stage, where learning through play and direct interaction is highly effective. Nurhasanah and Widodo (2021) state that game-based learning media can increase student engagement and motivation, leading to better learning outcomes. Similarly, Hidayat and Setiawan (2023) found that game-based learning media support active learning and improve students' understanding of learning materials in elementary schools.

In the Merdeka Curriculum, IPAS learning emphasizes contextual understanding and meaningful learning experiences. Pratama and Lestari (2024) argue that IPAS learning should integrate real-life contexts so that students can connect scientific and social concepts with their daily experiences. Therefore, contextual-based learning media are needed to support IPAS learning objectives.

Adventure Board Game is a traditional game that can be developed into an effective learning medium. Putri and Wahyuni (2023) explain that traditional game-based learning media not only preserve local culture but also enhance student participation in learning activities. Furthermore, Yuliana and Amalia (2025) confirm that instructional media based on educational games have a significant impact on improving elementary students' learning outcomes.

Based on theoretical and empirical studies, the development of contextual-based Adventure Board Gamelearning media is relevant to the characteristics of elementary students and the demands of the Merdeka Curriculum. However, studies focusing on the development of such media specifically for IPAS subjects are still limited. Therefore, this research aims to develop and test the validity, practicality, and effectiveness of contextual-based Adventure Board Gamelearning media for Grade IV IPAS learning.

METODOLOGI

The Research and Development (R&D) method was chosen because it aims to produce and validate educational products. According to Branch (2020), R&D research focuses not only on developing instructional products but also on evaluating their effectiveness through systematic procedures. The ADDIE model was selected because it provides a comprehensive framework consisting of analysis, design, development, implementation, and evaluation stages, which are suitable for instructional media development.

Furthermore, Zulfahmi and Ananda (2023) state that the ADDIE model is effective for developing learning media in primary education because it allows continuous evaluation and revision at each stage. This model ensures that the developed media meet learning needs and quality standards.

Research Design

This study uses the Research and Development (R&D) method with the ADDIE model. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model was chosen because it provides a systematic and structured process for developing instructional media and evaluating its quality.

Analysis Stage

The analysis stage aimed to identify learning problems, student needs, and learning conditions in IPAS subjects. This stage was conducted through classroom observations and interviews with Grade IV teachers and students at SD Negeri Napallicin. The results showed that IPAS learning was still dominated by textbook use and teacher explanations, with limited learning media. Students tended to be passive, easily bored, and less motivated. Therefore, learning media that support active and enjoyable learning were needed.

Design Stage

At the design stage, the researcher designed the Adventure Board Game learning media based on the results of the needs analysis. The design included determining learning objectives, selecting IPAS materials, preparing game rules, designing the game board, question cards, and assessment indicators. The learning content was adjusted to the Grade IV IPAS curriculum and contextualized with students' daily experiences.

Development Stage

The development stage involved producing the Adventure Board Game learning media according to the design. The media was developed in banner form and equipped with dice, pawns, and question cards. After development, the media was validated by media experts, material experts, and language experts. Suggestions from validators were used to revise and improve the media before implementation.

Implementation Stage

The implementation stage involved trying out the developed learning media with Grade IV students of SD Negeri Napallicin. The trial was conducted in limited settings to examine how the media was used in real learning situations. Teachers used the media during IPAS learning, and students participated actively in playing the game while answering IPAS-related questions.

Evaluation Stage

The evaluation stage was conducted to determine the quality of the developed media. Evaluation included analyzing the validity, practicality, and effectiveness of the learning media. The results of this evaluation were used to determine whether the media was feasible for use in IPAS learning.

Research Subjects

The research subjects were nine Grade IV students of SD Negeri Napallicin, North Musi Rawas Regency. The subjects were selected based on the needs analysis and school conditions.

Research Instruments

The instruments used in this study included observation sheets, interview guidelines, expert validation sheets, teacher practicality questionnaires, student practicality questionnaires, and learning outcome tests.

Data Collection Techniques

Data were collected through observation, interviews, documentation, questionnaires, and tests. Observation and interviews were used to identify learning problems. Questionnaires were used to collect data on media validity and practicality. Tests were used to measure students' learning outcomes after using the media.

Data Analysis Techniques

Data analysis included validity analysis, practicality analysis, and effectiveness analysis. Validity data were analyzed based on expert validation scores. Practicality data were analyzed using percentage calculations. Effectiveness data were analyzed based on students' learning outcome scores.

RESEARCH RESULT

This study presents the results of the development and testing of contextual-based Adventure Board Gamelearning media for IPAS in Grade IV elementary school. The results are described based on media validity, practicality, and effectiveness.

Media Validity

Media validity was assessed by three experts consisting of a media expert, a material expert, and a language expert. The validation focused on content suitability, media design, clarity of instructions, and language use. The validation results showed an average score of 0.87, which falls into the very valid category. This result indicates that the developed Adventure Board Gamelearning media is appropriate and suitable for use in IPAS learning.

Media Practicality

Media practicality was evaluated through questionnaires given to teachers and students after the implementation stage. The assessment included ease of use, attractiveness of the

media, clarity of game rules, and suitability for classroom learning. The results showed an average practicality score of 89.33%, categorized as very practical. This indicates that the learning media can be easily used by teachers and students during the learning process.

Media Effectiveness

Media effectiveness was measured based on students' learning outcome scores after using the Adventure Board Gamelearning media. The results showed an average score of 83%, which is included in the very effective category. This result shows that the use of the developed learning media can improve students' learning outcomes in IPAS subjects.

Discussion

The results of this study indicate that the contextual-based Adventure Board Gamelearning media is valid, practical, and effective for IPAS learning in Grade IV elementary school. The high validity score indicates that the media meets content, design, and language standards. This finding supports Sari and Hendra (2022), who state that valid learning media must align with learning objectives and student characteristics.

The practicality results show that the media is easy to use and attractive for students. This finding is consistent with Widiyanti and Saputra (2021), who found that game-based learning media increase student engagement and participation in classroom activities. The contextual elements embedded in the game help students relate learning materials to real-life situations, making learning more meaningful.

The effectiveness results show an improvement in students' learning outcomes after using the learning media. This finding is in line with Nurhasanah and Widodo (2021) and Yuliana and Amalia (2025), who concluded that game-based instructional media have a positive impact on elementary students' learning outcomes.

Therefore, the developed Adventure Board Gamelearning media can be considered an effective alternative learning medium to support IPAS learning under the Merdeka Curriculum.

CONCLUSION

Based on the results of the research and development process using the ADDIE model, it can be concluded that the contextual-based Adventure Board Gamelearning media for IPAS in Grade IV elementary school is valid, practical, and effective. The media meets expert validation standards, is easy to use in learning activities, and positively affects students' learning outcomes.

Therefore, the developed Adventure Board Gamelearning media is feasible to be used as a learning medium in IPAS subjects under the Merdeka Curriculum. The media can support learning activities that are more active and engaging for students. Further research is recommended to implement the media on a larger scale and to develop similar learning media for other learning materials.

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