

## **Development of Jumanji Board Game Media on Ecosystem Material in Islamic Elementary School**

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### **Abstract:**

The article aims to develop a Jumanji board game media in class V Madrasah Ibtidaiyah At-Taqwa Bondowoso. Learning media has a somewhat important role in learning because it can make it easier for teachers to convey learning objectives to their students. From this, of course, it is necessary to develop learning media tailored to the needs of schools and the characteristics of students. The research results found that the enthusiasm and motivation to learn were still lacking, and the understanding of the material needed improvement. With the Jumanji board game, the media can overcome the obstacles that have been mentioned. Researchers use the R&D method using the ADDIE model, namely analysis, design, development, implementation, and evaluation. The result of this study is that researchers developed a learning media called the Jumanji Board. This media is a learning medium that can invite students to play while learning. The Jumanji board game media has colourful cards, game lines, pawns, dice, and sand time. This, of course, can attract students' motivation because, based on the study results, it was found that the enthusiasm and motivation to learn were still lacking, and the understanding of the material still needed to be improved. With the Jumanji board game, the media can overcome the obstacles that have been mentioned. The acquisition of media validation from expert validators obtained an average value of 90%. The results of this validation indicate that the Jumanji board game media has met the valid category or is very suitable for use.

### **Keywords:**

Islamic Elementary School; Jumanji Board; Teaching Media

DOI: [10.18952/aladzkapgmi.v12i1.12783](https://doi.org/10.18952/aladzkapgmi.v12i1.12783)

**Received:** 15 May 2024; **Accepted:** 29 June 2024; **Published:** 30 June 2024

### **How to cite :**

Lestari, M. F., Prayogo, M. S. (2024). The Development of Jumanji Board Game Media on Grade V Ecosystem Material Madrasah Ibtidaiyah At Taqwa Bondowoso. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 14(1), 93-105



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## Introduction

Teachers must be able to utilize creative, innovative, and varied learning media in order to create an exciting learning environment. However, this can be challenging as it requires careful planning and execution. With this, learning can occur by optimizing the process and orienting students' learning achievements (Pito, 2018; Susanti et al., 2022). Therefore, educators should understand that by providing knowledge through these learning media, students will quickly understand the purpose of the learning objectives intended by the educator.

This can be carried out so that the purpose of education can be achieved, as the purpose of education, namely in Law No. 20 of 2003, states that education is a conscious and planned effort to be able to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society (Gule, 2022; Rahmawati & Sholeh, 2021). This means that national education covers many aspects of human life and culture so that it can survive in the life of the nation and state later (Achadah, 2019). Therefore, the use of learning media will undoubtedly be an effective messenger to students so that educational goals can be achieved.

In learning activities, a teacher has a very significant position. In the context of learning, educators often teach using the wisdom of "*At-Thariqah ahammu mina-l-maddah, wa al mudarris ahammu mina-t-thariq wa-ruhu-l-mudarris ahammu mina-l-mudarris nafsih*" in independent translation it can be interpreted that the method has more urgency or whatever material is delivered, if the method used is correct it will be well received by students. But on the contrary, the material that has been carefully prepared will only be helpful with a suitable method. Methods do have an influence, but not absolute. The real impact is on the person or the teacher himself (Hermawan, 2022; Zahrah & Ladamay, 2023).

A teacher must have extensive knowledge and can make a student learn comfortably. Regarding this, if examined in depth, there are several educational tools, namely educators, which are educational tools because, without educators, education will not run smoothly. Adequate infrastructure facilities will help the education process run smoothly, especially for learning and teaching (Sholeh et al., 2021; Ally, 2019).

Discussing infrastructure facilities, there is a connection with learning media. Learning media is a medium that can channel messages from the teacher to the recipient of the message, namely students. Learning media can represent teachers' ability to present learning information to students (Susanti et al., 2022). Discussing learning media learning media is a medium that can channel messages sourced from teachers to message recipients, namely students; learning media can represent teachers to be able to present learning information to students. In this case, researchers chose learning media, namely the Jumanji Board (Wahab et.al, 2021). *Jumanji Board* is a magical board game adapted from a children's book by Chris Van Allsburg (1981) with the same title. This game will end when a player has reached the finish line of the Jumanji game (Oktasavira & Subagio, 2020). Jumanji is a movie that follows four teenagers who get caught up in the game of Jumanji - but unlike the original board game, Jumanji now takes the form of a video game. Falling deep into a mysterious forest, they must complete the game to leave. There is one difference - the four teens are video game characters played by Dwayne "The Rock" Johnson, Kevin Hart, Karen Gillan, and Jack Black.

In this study, the Jumanji game was innovated differently from Chris Van Allsburg's work in his book. In this media, the Jumanji board is adapted to the needs of thematic learning, especially theme five ecosystems. This research is a

development of previous studies, namely a study entitled "Development of Jumanji Game Media for Learning Physics Junior High School Grade VII Material of Magnitudes and Units" ([Septialia, 2018](#)). Student responses in three schools showed an average presentation feasibility of 83% with an exciting category. As a complement to learning, Jumanji learning media contains competency standards, essential competencies, and learning material indicators [Yuliatun et al., \(2023\)](#).

The results of the research above show similarities and differences. The similarities are using research and development and developing Jumanji game media. The difference is that this research examines the junior high school level, while in the author's research, the author examines the madrasah ibtidaiyah level. There are differences and similarities based on the acquisition of the second previous research. The similarities are (1) having the aim of knowing student learning outcomes after using Jumanji learning media, (2) using the R&D research method, and (3) testing experimental classes and control classes. The differences are (1) Using Jumanji but developed into Matchbox, (2) The sample used is grade III, (3) The material taken is multiplication, (4) The number of samples taken is for the experimental class as many as 39 while for the control class as many as 37 samples.

In this study, researchers chose Madrasah Ibtidaiyah At-Taqwa as a research site. Madrasah Ibtidaiyah At-Taqwa is the largest institution and is a superior MI in the Bondowoso district. The madrasah is a boarding school-based madrasah. Every day, before students enter the classroom, the teachers have lined up to welcome the arrival of students, and they shake hands. Before teaching, teachers at MI At-Taqwa pray together. Teachers there are very disciplined and punctual, which will also affect students. The Madrasah Ibtidaiyah has many achievements in academic and non-academic fields. This was proven in 2020 when Madrasah Ibtidaiyah At-Taqwa became one of the madrasahs that won the award as 'The Best Rules' in the Religious Madrasah category in East Java ([Bahri, 2020](#)). Not only that, MI At-Taqwa also won the overall champion of the Sports and Arts Week (PORSENI) in Bondowoso district in 2022.

After researchers conducted observations and interviews in the classroom, it turned out that there were problems, such as (1) students were too lazy to think when learning took place, (2) the media used were simple media, (3) students had difficulty understanding the theory of ecosystem material and would understand more quickly when they saw the reality directly; (4) there was an LCD projector in each class in the west building, but the LCD projector could not operate properly. Knowing these problems, it is necessary to develop learning media relevant to students' needs and characteristics and can help teachers' difficulties because if a medium is not adapted to the times, it will become a problem. This will cause less attractive learning; the classroom atmosphere will not be conducive, the teacher will have difficulty conditioning students, and students will become busy themselves because they are not interested in learning.

Based on the descriptions and problems in the researcher's background, the researcher makes development innovations based on the existing problems, namely making a Jumanji board game media. With that, the researchers will research learning media development on the theme five ecosystem sub-theme of ecosystem balance. This research was conducted to solve the learning problems that exist in Madrasah Ibtidaiyah At-Taqwa Bondowoso, one of which is that the enthusiasm and motivation to learn still need to be improved, and student's understanding of the material still needs to be improved. With this research, it is hoped that it can overcome the problems that have been mentioned.

### Research Methods

This research is R&D research with the ADDIE model. The ADDIE model has the abbreviation Analyze, Design, Development, Implementation, and Evaluation. Researchers often choose this model because the ADDIE model has a systematic approach to instructional development (Chen, 2019).

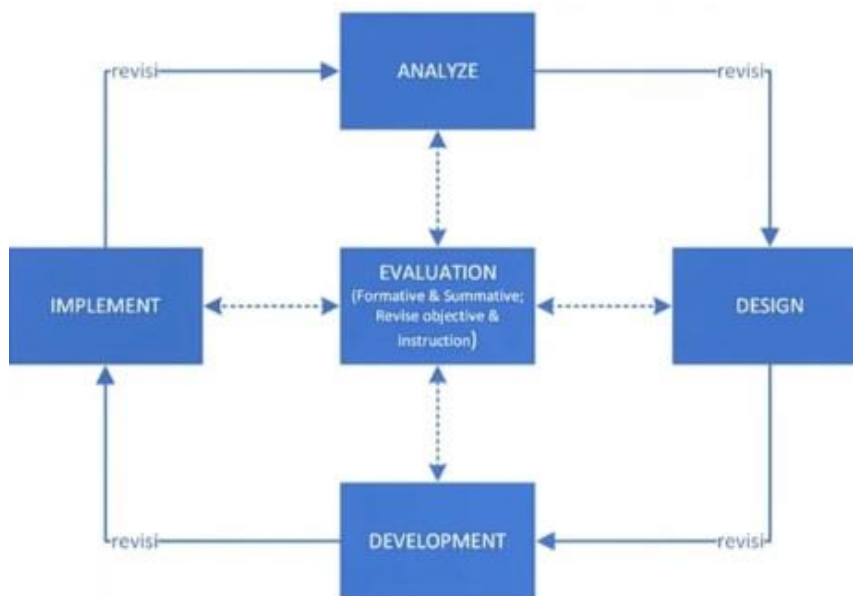


Figure 1. The ADDIE Stage

The product trial design intended in this research and development are: 1) trial design; 2) trial subjects; 3) data collection techniques and instruments; and 4) data analysis techniques. The test subjects in the products resulting from this research were media experts, material experts, language experts, learning experts, and students in grade V-E MI At-Taqwa, Bondowoso Regency. The methods used by researchers to collect data are called data collection techniques, and data collection instruments are tools used by researchers in research activities to accumulate data so that activities become more focused (Yuan et al., 2023). The data collection instruments in this research are Observation, Interviews, Documents, and questionnaires. The data analysis techniques are qualitative data analysis techniques and quantitative data. 1) Qualitative data analysis techniques. In this study, qualitative data analysis techniques were obtained through data collection techniques, according to Sugiyono, (2019), which can be done through observation, interviews, documentation, and triangulation. 2) Quantitative data analysis techniques. Quantitative data is data collection in the form of numbers obtained by researchers based on the results of expert responses, pretest and posttest results, and questionnaire results from students. The process of obtaining this data involved administering pretests and posttests to the students to measure their learning outcomes, distributing questionnaires to gather their feedback, and collecting expert responses on various aspects of the product.

### Feasibility Analysis

Feasibility analysis in developing Jumanji board game media is obtained from 5 validators: media experts, material experts, linguists, and two learning experts. The data collected from the instrument is a validation questionnaire sheet that researchers get through a Likert scale questionnaire. There are score categories on a Likert scale, which are:

**Table 1. Likert Scale Rating**

No	Score	Description
1.	5	Strongly Agree
2.	4	Agree
3.	3	Undecided
4.	2	Disagree
5.	1	Strongly disagree

Based on the Likert scale assessment categorization table above, the average percentage of each component can be calculated using the formula:

- a. The results of each validation from the validator will be presented using the following formula :

$$V - ah = \frac{Tse}{TSh} \times 100\%$$

**Description:**

- V-ah = Expert Validation  
 Tse = Total Empirical Score  
 TSh = Total Expected Score

- b. The results of the students' questionnaire will be presented using the following formula:

$$P = \frac{\sum X}{\sum xi} \times 100$$

**Description :**

- $\sum X$  : Sum of all student answers  
 $\sum xi$  : Sum total of the ideal scores of all items

Then after the percentage is known, the next step is to find the percentage criteria. Here is the percentage criterion:

**Table 2. Criteria for the Validity of the Validator Assessment**

Presentase	Criteria Validity
81%-100%	Very feasible
61%-80%	Feasible
41%-60	Quite feasible
21%-40%	Not yet feasible
0%-20%	Very unfit

It is likely feasible if a questionnaire assessment meets specific requirements, namely the validation level of 81% -100 %. Furthermore, this study also tested the learning outcomes test; researchers used ten multiple-choice questions and ten fill-in questions. Each question has specific criteria so that the final score is obtained by summing up the score of each question with the correct answer. The total number of students in At-Taqwa Bondowoso Islamic Elementary School in the 2023/2024 academic year was 1906 students. Meanwhile, the total number of grade V students is 298, which is the total number of students from grade V A to grade V H. The researcher examined grade V E by taking 30 samples in this case. Sampling in research requires a minimum of 30 samples, which [Sugiyono, \(2019\)](#) reinforced in his book, saying that the appropriate sample size in research is between 30 and 500.

**Results and Discussion**

At-Taqwa Bondowoso Islamic Elementary School was established 1994-1995 on July 16, 1994, and currently, the school has an A accreditation. No wonder there

have been many achievements in Madrasah Ibtidaiyah At-Taqwa. Madrasah Ibtidaiyah At-Taqwa Bondowoso, implementing education certainly involves several educators. The total number of employees in Madrasah Ibtidaiyah is 94, while the total number of teachers or learning resources is 77 (1 Principal and 76 are Class Teachers and Subject Teachers). There are 15 certified teachers, one civil servant (Principal), and the rest are honorary teachers because Madrasah Ibtidaiyah is a foundation, so the dominant teachers are honorary.

### **Analysis Results**

The first stage of the ADDIE model is analysis, a critical step in collecting and studying information related to problem analysis and feasibility analysis. This stage is instrumental in guiding the development of the Jumanji board game media. Data is gathered through pre-observation, observation, and interviews with the school. The results of the problem analysis and feasibility analysis are as follows:

It has been explained in the introduction that there is an LCD in each class, but the LCD is sometimes not used (broken). Then there is also a computer lab, so students enjoy it more because they see videos. However, it can also be seen that children are quickly bored, according to previous research from the results of research from [Prasetyo & Wijaya, \(2019\)](#), [Yuliatun et al., \(2023\)](#), which states that learning media occupies a critical position in the learning process; this is because the learning media, it can help educators when providing teaching that will be able to run optimally, effectively, and efficiently.

### **Design Results**

Before making learning media, researchers determine the material that will be used as research. Researchers analyzed the material in accordance with the learning objectives by adjusting the media on the jumanji board. In this case, researchers chose theme 5 about ecosystems / sub-theme of ecosystem balance in lesson 1 which consists of science and Indonesian learning content.

Media selection must be adjusted to the material because learning media is very important in helping to improve students' understanding, therefore of course it is necessary to adjust the media and material so that students are able to understand the meaning conveyed. Media selection is based on analyzing the curriculum that applies in MI At-Taqwa Bondowoso, especially in class V, the applicable curriculum is the 2013 curriculum (K-13) based on the needs and characteristics of students. After making adjustments, the researcher then designs a design that can make students learn while playing.


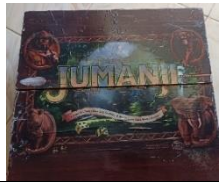






This media development product comes from the development of the jumanji movie in 1995, researchers developed the jumanji board game media based on the fact that there is a need for the development of learning media that invites students to be active during the learning process. This is in line with the 2013 curriculum which requires students to be able to participate actively in the learning process ([Wardani et al., 2023](#); [White et al., 2023](#)). his media also uses a scientific approach which is an approach that contains learning experiences in the form of observing, asking questions, gathering a lot of information, reasoning, and communicating ([Musfiqon & Nurdyansah, 2015](#)).

### **Development Jumanji Board Game**

Discussing the results of the development, of course, there are many processes that researchers go through to be able to develop the jumanji board game media. The jumanji board game media is a media that has a box shape like chess, inside the box contains a path like in a snakes and ladders game, there are 4 pieces that can attract the attention of students, dice, and pink, blue, and orange colored cards which will

certainly attract students to learn while playing. The picture of the product development results in this study before and after revision as follows:

**Table 3. Jumanji Board Game Media Products**

No	Point No. Revised	Before Revision	After Revision
1.	Put stickers on the box to make it more attractive!		
2.	The flow of Jumanji steps should be given a colour so that it is clear what card you will get.		
3.	Provide the box with the dice, pawns, and cards!		
4.	Rules are enlarged so that all learners can see and read them.		

**Validation of Material, Media, language and Learning Jumanji Board Game**

Material experts validated the results with a score of 74, with an average percentage of 92.5% of the expected total of 80. With this, the material is in the very feasible category. Media experts validated the results with a score of 49, with an average percentage of 81.6% of the expected total of 60. With this, the material is categorized as very feasible. Validation by linguists obtained a score of 56 with an average percentage of 93.3% of the expected total of 60. With this, the language is categorized as very feasible. This is based on the opinion [Riduwan, \(2012\)](#) that the feasibility of the media can be known from the assessment of experts in the feasible category with a percentage  $\geq 61\%$ . Validation by learning experts obtained a score of 76 with an average percentage of 95% of the expected total of 80. With this, learning is categorized as very feasible.

### Feasibility Analysis Jumanji Board Game

Feasibility analysis is the result of feasibility as evidenced by the validity of the results obtained from expert validation. The validators of this research are media expert Mrs Dr Lailatul Usriyah, M.Pd. I.; the material expert validator is Mrs Ira Nurmawati, S.Pd., M.Pd; the linguist in this study is Mr Dr Hartono, M.Pd, while the learning expert validator is the fifth-grade teacher.

The validation results, obtained from a comprehensive panel of 4 validators, are presented in the following table:

**Table 4. Validation Results**

No.	Validator	Presentase	Criteria
1.	Validator 1	92,5%	Very Feasible
2.	Validator 2	81,6%	Very Feasible
3.	Validator 3	93,3%	Very Valid
4.	Validator 4	95%	Very Valid
<b>Average Score Presentase</b>		90%	Valid

Based on the analysis of the four validators, a presentation with an average value of 90% was obtained. The results of this validation indicate that the Jumanji board game media has met the valid category or is very feasible to use because it has revised the results obtained from comments and suggestions for improvement from the validators.

Analysis and suggestions for criticism of the validity of the Jumanji board game media are used as a reference. The comments and suggestions from the validators are used as a reference for revision improvements with the aim that the media is perfect and can also meet the standard criteria for developing learning media. Media experts validated the results with a score of 49, with an average percentage of 81.6% of the expected total of 60. With this, the material is categorized as very feasible and gets suggestions as follows:

1. Questions need to be placed on the media
2. There are no steps for using the media

The results of the researcher's interview with the learning expert, namely Mrs. Maria Ulfah Shamilah, S.Pd as the homeroom teacher V E, stated that:

1. The media is engaging, and children are excited to learn because they learn while playing, especially in class V E, where they prefer to play.
2. The media also provides materials; children sometimes have difficulty understanding the theory, but it will make it more effective when it is conveyed by playing.
3. The media is good and can attract students' enthusiasm to learn, and learning is packaged with play; it makes children play but also can while learning.

### Learning Implementation Using Jumanji Board

Implementation is the product test stage of developing the Jumanji board game media for students. Products declared valid can be created in the next stage, namely the product trial stage, for students to apply to the learning process. Learning media occupies a critical position in the learning process because the existence of learning media can help educators when providing teaching that will be able to run optimally, effectively, and efficiently [Prasetyo & Wijaya, \(2019\)](#), [Yuliatun et al., 2023](#). This stage continued at the implementation stage; this implementation was carried out in class V E MI At-Taqwa Bondowoso, which focused on Theme 5 subtheme 3, namely on Ecosystem balance.



The learning implementation in this study was carried out in five meetings. At the initial meeting, the Jumanji board game media was introduced, and pretests were given to students by asking them pretest questions while introducing the Jumanji board game media to them. The Jumanji board game media was applied in the second to the fourth meeting, which was adjusted to the lesson Plan (RPP). At the fifth meeting, a post-test was conducted, and a questionnaire was distributed to students. The documentation evidence is as follows:



**Figure 1. Students Working on Pretest**

The picture above is an activity carried out to work on pretest questions given by researchers; this is done to measure students' learning outcomes before using the Jumanji board game media.



**Figure 2. Introduction of Jumanji Board to Students**

The picture above is the first meeting, where the Jumanji board is introduced to class V E students. In the introduction, the researcher presents the Jumanji board game media, how to play, the rules, and what they will get when they win the Jumanji board game. This was done to introduce the Jumanji board game to students



**Figure 3. Implementation of the use of Jumanji Board game media**

The picture above is the process of implementing the Jumanji board game media. In this picture, students participate in the use of the Jumanji board game media. In the implementation process, the researcher first explains the material

fundamentally; then, the students start playing the Jumanji board; when the students get the material card, the researcher will reinforce it so that other students can understand the meaning of what their friend explained earlier. This continues until a group reaches the Jumanji point and wins.



**Figure 4. Class students working on Post test questions**

The picture above is the final activity carried out by students, namely working on post-test questions. This is done to obtain data on students' learning outcomes before and after using the media. This was also done to obtain data on students' responses to the Jumanji board game media. The following are the results of the pre-test and post-test scores of students:

**Table 4. Pretest dan Post-Test Assesment Result**

No.	Score	Pre-test		Post-test		Description
		F	%	F	%	
1.	95-100	0		0	0	Excellent
2.	80-94	2	7%	2	7%	Very Good
3.	65-79	5	16.7%	15	50%	Good
4.	55-64	14	46.6%	6	20%	Fair
5.	40-54	5	16.7%	7	23%	Deficient
6.	<40	4	13%	0	0	Very Poor
Total		30	100%	30	100%	
Average		58.5		64.5		<b>Fair</b>

From the results of the post-test above, it can be proven that students' learning outcomes have increased due to a learning process that is different from before because, in fact, learning outcomes will change because students experience experience. Learning outcomes are the overall learning achievements of students, which are essential critical behaviours in competency and behaviour change (Schneider & Bodensohn, 2017; Arifin et al., 2021; Mansur & Sholeh, 2024). The statement of competence that students must understand can be indicated as a form of student learning outcomes derived from experience. The design with unique and colourful images in the game media makes students excited to be able to play. The materials used by researchers are included in materials that are not easily damaged or durable. The advantages of this Jumanji board game media are (1) This media is very effective to be applied in any elementary school or madrasah ibtidaiyah precisely in high grades (Grades 4-6) because students like this game, (2) The Jumanji board game media can invite students to learn, but students do not quickly encounter boredom because learning while playing so that students besides playing will be able to get new knowledge.

### Evaluation Result of Using Jumanji Board in Learning

Evaluation is the final stage of the R&D research method with the ADDIE model. Evaluation aims to determine the extent of success and achievement that researchers do. The development of Jumanji board game media in grade V ecosystem

material focuses on the sub-theme of ecosystem balance in classes V B and V E Madrasah Ibtidaiyah At-Taqwa. Based on the data obtained from the results of the validation of experts who got a percentage of 90%, as well as the results of the pretest and post-test scores obtained by researchers 64.5 that the jumanji board game media is feasible and can also improve student learning outcomes. This is in accordance with the opinion [Riduwan, \(2012\)](#) that learning media can be said to be feasible and can be applied if it gets a percentage of  $\geq 61\%$ .

The Jumanji board game media makes children learn while playing and makes it easier for teachers to convey learning objectives. This is reinforced by the writing of [Sanjaya, \(2014\)](#), which states that when a teacher uses learning media with students, the delivery of the material will be more meaningful; therefore, learning media plays a vital role in the learning process.

### Conclusion

While developing the Jumanji board game media, researchers found that learners' learning outcomes improved after implementing the media. The evaluation showed that students' learning outcomes had improved, and the Jumanji board game media was feasible to use with a validation percentage of 90%. Learning experts also stated that the media was able to attract students' enthusiasm for learning while playing. All this shows that the Jumanji board game media suits Madrasah Ibtidaiyah At-Taqwa Bondowoso.

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