Development of Ludo Smart Game Learning Media in Social Studies Learning for Class V Students at SD Muhammadiyah Kauman

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ARTICLE INFO

ABSTRACT

Ludo Smart Game is one of the learning media in the form of games that can be used by teachers to assist the learning process. Ludo Smart Game media also makes it easier for students to understand a material, because the use of this media is easy to understand. The characteristics of Ludo Smart Game media are very interactive, which can involve all students in the learning process. So that by using this media it is hoped that it can foster students' enthusiasm for learning. This research uses an R&D (Research and Development) approach with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Ludo Smart Game media has gone through validation tests by media experts, material experts, learning experts, teachers, and students. Based on the results of validation by validators, 86 was obtained from media experts including the criteria "Very Good". The acquisition of the material expert 80 is included in the "Good" criteria. Then the acquisition of learning experts 80 is included in the "Good" criteria. Then the average score of the three experts is 82 including the criteria "Very Good". Then as for the media feasibility assessment from the teacher obtained 96 including the criteria "Very Good" and the assessment from students obtained 94 including the category "Very Good". Then the acquisition of the average value of media feasibility is 95 including the criteria "Very Good".

Introduction

Mutual cooperation, cooperation and critical thinking are skills that students must have today. If previously the teacher was the center of information during the learning process, now it is the opposite. Today's learning process is student-centered, where the teacher only acts as a facilitator if students need something during the learning process. Therefore, teachers must be able to choose methods and strategies in delivering material in order to involve their students in playing an active role in learning.

One effort that teachers can make to involve their students in being active in the learning process is using learning media. (Djamarah and Zain, 2020) argue that learning media are all tools that can be used to channel messages so that learning objectives can be achieved.

However, currently there are still many teachers who do not use media when delivering learning material. This results in learning still being teacher-centered. Usually teachers only use the lecture method, where students can only listen and write the material presented by the teacher. Apart from only using the lecture method, teachers also only rely on printed books. This will certainly make students quickly feel bored while following the learning process. Apart from the learning process being carried out monotonously, the learning process which only uses one method is also less effective. Elementary school age is the age of children who like to explore and play, so as much as possible in teaching teachers must be able to choose suitable methods using media that encourage students to move.

Given the problems in the learning process that have been described above, it is very important to use learning media as a support, in line with what was stated by (Wahid, 2018) who believes that learning media has several urgencies, including making it easier for teachers to teach, clarifying the presentation. messages and information, can provide smoothness and improve student learning outcomes, and can increase student motivation in participating in learning. From the urgency or explanation regarding the importance of learning media, the use of learning media will also foster learning motivation and even have a psychological influence on students. Learning media can also help in strengthening knowledge of students' mindsets and can enliven lessons which can facilitate students' understanding of the material being discussed. Apart from that, it is also hoped that the use of learning media will be able to attract students' attention so that they feel happy during the learning process so that the learning objectives can be achieved.

Based on observations I made at SD Muhammadiyah Kauman from 09 August 2023 to 09 September 2023, there were already several teachers who used interactive learning media in the learning process. However, due to the limited time that teachers have, there are still some teachers who carry out the teaching and learning process only using printed books, especially in social studies learning. With the lack of media development, students are less interested in participating in learning, resulting in students tending to be passive in participating in learning, some students even do not listen to explanations from teachers who are delivering the material. Therefore, the use of learning media is very important in the learning process. Apart from increasing students' learning motivation, the existence of this learning media can also make it easier for teachers to convey learning material.

Education is now increasingly advanced, as are learning platforms or media which are now increasingly diverse which can also help teachers in delivering material. Many types of media emerge from teacher creativity as educational services for their students to make learning effective and enjoyable. (Arsyad, 2011) believes that types of learning media are

classified into four groups, namely media resulting from print technology, media resulting from audio-visual technology, media resulting from computer-based technology, and media resulting from a combination of print and computer technology. From the many types of learning media, teachers can choose the learning media that will be used during the learning process according to the needs and characteristics of students. By choosing the right media, students will feel happy and participate actively in the learning process.

One type of media that can be applied by teachers is game-based print technology media. The application of games in the learning process can develop students' abilities. By using the play method, students can be stimulated to explore their imagination. One of the game-based media that can be applied by teachers in the learning process is the Ludo Smart Game. Ludo Smart Game was developed from the Ludo game, (Ningsih and Pritandhari, 2019) argue that the Ludo game is a traditional game where the game is played by 2-4 people who are required to set a strategy to move 4 pawns using dice.

The advantage of this Ludo Smart Game when used as a learning medium is that it makes it easier for students to understand the material, because the Ludo Smart Game media is a simple medium and how to use it is easy to understand. This Smart Game ludo game has also been created and modified according to students' needs in social studies learning. According to (Kore et al., 2018) there are several advantages of the Ludo Smart Game game, namely that it can improve students' motor skills, students' accuracy, sportsmanship, cognitive abilities and provide opportunities for students to socialize.

It is hoped that the use of the Ludo Smart Game learning media will be able to foster student motivation and enthusiasm for learning. The Smart Game ludo game was chosen as a learning medium because of its interactive characteristics so that using this media will involve all students in playing it. This means that later students will be formed into four groups, that way students will actively participate in the learning process using the Ludo Smart Game game media. This can increase student learning activities, because each student will help each other in preparing to play the Ludo Smart Game.

Social studies lessons are one of the most important to be taught in elementary school. However, in the independent curriculum, social studies subjects are combined with natural science subjects, the two lessons are combined into one subject, namely Science (Natural and Social Sciences). This aims to enable students to manage the natural and social environment in one unit, so it is hoped that this can trigger students to be able to manage the natural and social environment in one unit. As stated by (Rahmawati and Wijayanti, 2020), science and social studies learning can develop students' skills and help students understand science in solving social and environmental problems.

Based on observations I made at Muhammadiyah Kauman Elementary School, science and social studies subjects were not taught simultaneously. Where science subjects are taught in the first semester, and then social studies subjects are taught in the second semester. Therefore, because the research will be carried out in the second semester, the researcher will take social studies subjects as research material. So this research is limited to Social Sciences or Social Sciences subjects with the material "What is My Regional Culture Like" in class V of SD Muhammadiyah Kauman.

Based on the background of the problem which is supported by expert opinions, the problem of less interactive learning media causes students to quickly feel bored in the learning process, especially social studies learning. Therefore, the researcher wants to conduct development research with the title "Development of Ludo Smart Game Learning Media in Social Studies Learning for Class V Students of Muhammadiyah Kauman Elementary School".

Method

The development model used in this research is research and development or Research and Development (R&D). According to (Sugiyono, 2016), development research or in English Research and Development is a research method used to produce certain products, and test the effectiveness of certain products. The development steps chosen by researchers in this research refer to the five steps for implementing the research strategy and development of the ADDIE model according to (Sugiyono, 2016), namely as follows:
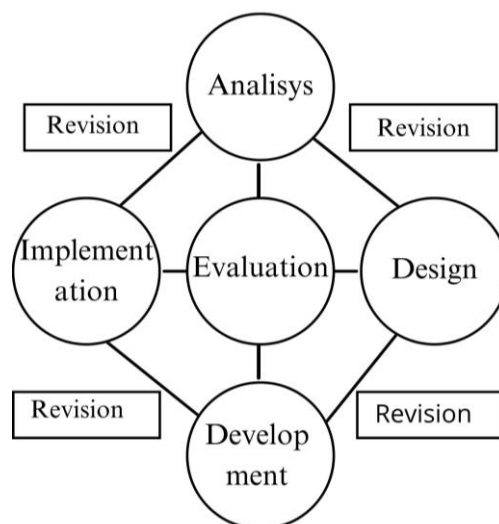

Figure 1. ADDIE Development Steps

The explanation of the ADDIE development steps is as follows:

1. *Analysis*

   The first step taken by researchers is to analyze the product to be developed by looking at existing products. In this research, researchers identified products based on social studies subject matter, learning objectives and strategies for delivering material in the learning process at SD Muhammadiyah Kauman.

2. *Design*

   The second step taken by researchers is designing concepts and components that will be developed in new products, learning materials and learning outcome evaluation tools. In this research at SD Muhammadiyah Kauman, researchers created a product design which was developed in summary form based on the data obtained.

3. *Development*

   In this model, development contains a product design. Where after the researcher designs the product design, the design is realized in the form of a new product that is ready to be tested. The media development effort in this research is in the form of ludo smart game learning media in the social studies subject material "What is My Regional Culture Like". This learning media is made according to the elements of visual media and the suitability of the learning material. If the product has been created, the next step is to validate the product which is carried out by media experts, material experts and learning experts. This aims to find out what needs to be revised to improve learning media products, so that the results of the product development carried out achieve maximum results and are worthy of being tested in the field.

4. *Implementation*

   The fourth step is implementation, where the product that has been developed will be tested in real conditions. The material contained in the product is adjusted to the media product being created. In this case, researchers use new products that have gone through a validation process by several experts, namely media experts, material experts and learning experts. The media that will be tested by researchers is the ludo smart game learning media in social studies learning for fifth grade students at SD Muhammadiyah Kauman.

5. *Evaluation*

   Validators in this research are experts including media experts, material experts and learning experts. The validators provide an assessment of the Ludo Smart Game media to determine the quality of the media. There is an assessment from the teacher and also a student response questionnaire to determine the suitability of the Ludo Smart Game media. The assessments given by validators and teachers include:

a. Learning media experts who will study media in terms of purpose, function, media quality, practicality, use and presentation of information.

b. Material experts review media based on social studies material components, reading content, and use.

c. Learning experts review learning plans based on teaching module components and material delivery.

d. Teacher assessment, namely assessing the appropriateness of using media when used in the learning process based on the appearance of the media and its use.

e. The student response questionnaire is that students will assess how different the learning process is using the Ludo Smart Game media.

The data obtained in this development research is used as input and suggestions for improving the suitability of the Ludo Smart Game media. The type of data obtained from the trial results is quantitative and qualitative data. Quantitative data was obtained through the results of validation assessments by media experts, material experts, learning experts, teacher and student assessments. Meanwhile, qualitative data was obtained from the validation results of experts in the form of input, responses, criticism and suggestions related to the Ludo Smart Game media.

In this development research, researchers used data collection techniques in the form of assessment sheets. Product assessment sheets by media experts, material experts, learning experts and teachers. Sheets for media experts, material experts, learning experts and teachers in the form of assessments, criticism and suggestions for the Ludo Smart Game media. This assessment uses a Likert scale in the form of numbers 1-5 (Sugiyono, 2016).

Table 1. Rating Scale

Score	category
5	Very Good
4	Good
3	Enought
2	Not Good
1	Very Not Good

After obtaining an assessment from experts, the score will be calculated using the formula:

$$\text{Value} = \frac{Acquisition\ score}{Maximum\ score} \times 100$$

After obtaining a score, it will be categorized using the following criteria:

Table 2. Quality Categories

Score	Category
81-100%	Very Good
61-80%	Good
41-60%	Enough
21-40%	Not Good
< 21%	Very Not Good

Based on this, the media is said to be good if it has reached a value of > 61%.

Results and Discussion

1. Development Steps

This research uses the Research and Development (R&D) development process with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The description of the several stages of research that have been carried out is as follows:

1) *Analysis*

This needs analysis was carried out to develop a learning media in the form of Ludo Smart Game for class V students, especially social studies material, What is My Regional Culture Like? Based on the results of interviews and observations that have been carried out, several problems were found, including the lack of innovation in learning media, so that sometimes teachers do not use media during the learning process. Therefore, teachers need a learning media that can involve students to be actively involved during the learning process. Based on these problems, the researcher developed a learning media in the form of Ludo Smart Game for class V students.

2) *Design*

The first step in creating a design for the Ludo Smart Game learning media is to determine the material for social studies learning and then create a design for the Ludo Smart Game media board. The image design on the Ludo Smart Game board is adapted to the specified material, namely "What is My Regional Culture Like" which is equipped with images of stars and question marks. The Ludo Smart Game media board is also differentiated in four colors in each playing area, namely red, yellow, green and blue. Then, the Ludo Smart Game media board was printed in banner form with dimensions of 50 x 50 cm.

After creating a design for the Ludo Smart Game media board, continue with creating a material guide. This material guide is also designed in accordance with the material "What is My Regional Culture Like". In this material guide there is also brief material related to cultural heritage in the archipelago. The material guide is made into a book in A5 size.

The next step is to create a Smart card design, where this smart card contains questions related to the material "What is My Regional Culture Like". The design of the smart card is also adjusted to the material, and is printed at a size of 6 x 9 cm.

Then create a design for instructions for use. Where the instructions for use are made on an A5 sized sheet which contains 10 steps for playing Ludo Smart Game. All components in the Ludo Smart Game media are to support the success of the Ludo Smart Game media itself, and are also equipped with other components such as star images, cup images, dice and pawns.

The final step is to create a design for the box cover or cardboard used to package the Ludo Smart Game media. This box is made with dimensions of 30 x 19 x 5 cm. The cover design on the box is also adjusted to the specified material.

3) *Development*

This development or development stage is carried out by creating media that has been designed and then testing the Ludo Smart Game media on experts including media experts, material experts and learning experts. Before carrying out validation by experts, the researcher created a media assessment instrument first and validated it by the instrument validator. Then the validation process is carried out by experts and assessments will be given from media experts, material experts and learning experts. There is an assessment in the form of scores and input from experts to improve the Ludo Smart Game media so that it becomes even better.

4) *Implementation*

At the implementation stage, researchers tested the Ludo Smart Game media. Where the Ludo Smart Game media trial was carried out by the Social Sciences Teacher and 22 class V students of SD Muhammadiyah Kauman. This trial stage is to determine the feasibility of the Ludo Smart Game media. After the learning process is carried out, the teacher will be given an assessment sheet to provide an assessment of the media in the form of scores, criticism and suggestions. Meanwhile, for students, researchers provided student response questionnaires to find out how students felt or were interested in the Ludo Smart Game media.

5) *Evaluation*

At this stage, it is carried out to analyze the results of Ludo Smart Game media trials which are carried out to improve the media being developed before producing a product that is suitable for use. Next, final revisions are carried out based on input from media experts, material experts and learning experts. Based on the validation results from media, material and learning experts, the Ludo Smart Game media has several inputs before being tested directly. Then, revisions were made based on input from the validator, so that the Ludo Smart Game media was included in the good or valid category for testing. After being declared valid, the next stage was to test the Ludo Smart Game media on class V students at SD Muhammadiyah Kauman.

2. Data Analysis

In this research there are two data analyzes including quantitative data analysis and qualitative data analysis as follows:

a. Quantitative Data Analysis

Quantitative data analysis was obtained from expert validation, teacher and student assessments in the form of scores. The results of quantitative data analysis

according to validation results from media experts, material experts and learning experts, as well as assessments from teachers and students are as follows:

1) Media Validation Test
   a) Media Expert Validation

   Based on the assessment given by media experts, a score of 43 out of a maximum score of 50 was obtained. The value calculation is as follows:

   $$Value = \frac{Acquisition\ score}{Maximum\ score}\ x\ 100$$
   $$Value = \frac{43}{50}\ x\ 100$$
   $$Value = 86$$

   The score obtained from the media expert's assessment of the quality of the Ludo Smart Game media is 86 and is included in the "Very Good" category.

   b) Material Expert Validation

   Based on the assessment given by the material expert, a score of 40 out of a maximum score of 50 was obtained. The value calculation is as follows:

   $$Value = \frac{Acquisition\ score}{Maximum\ score}\ x\ 100$$

   $$Value = \frac{40}{50}\ x\ 100$$
   $$Value = 80$$

   The score obtained from the material expert's assessment of the quality of the Ludo Smart Game media is 80 and is included in the "Good" category.

   c) Learning Expert Validation

   Based on the assessment given by the learning expert, a score of 40 out of a maximum score of 50 was obtained. The value calculation is as follows:

   $$Value = \frac{Acquisition\ score}{Maximum\ score}\ x\ 100$$
   $$Value = \frac{40}{50}\ x\ 100$$
   $$Value = 80$$

   The score obtained from the learning expert's assessment of the quality of the Ludo Smart Game media is 80 and is included in the "Good" category.

Table 3. Validation Test Results Data

No	Validator	Value	Category
1	Media Expert	86	Very Good
2	Materials Expert	80	Good
3	Learning Expert	80	Good
	Amount		Very Good
	Average	82	

2) Media Due Test

a) Teacher Assessment

Based on the assessment given by the teacher, a score of 48 out of a maximum score of 50 was obtained. The value calculation is as follows:

$$\text{Value} = \frac{Acquisition\ score}{Maximum\ score}\ x\ 100$$
$$\text{Value} = \frac{48}{50}\ x\ 100$$
$$\text{Value} = 96$$

The score obtained from the teacher's assessment of the suitability of the Ludo Smart Game media is 96 and is included in the "Very Good" category.

b) Student Response Questionnaire

Based on the assessment given by the student, a score of 207 was obtained from a maximum score of 220. The calculation of the score is as follows:

$$\text{Value} = \frac{Acquisition\ score}{Maximum\ score}\ x\ 100$$
$$\text{Value} = \frac{207}{220}\ x\ 100$$
$$\text{Value} = 94$$

The score obtained from students' assessment of the suitability of the Ludo Smart Game media is 94 and is included in the "Very Good" category.

Table 4. Media Feasibility Test Results

No	Validator	Value	Category
1	Teacher Assessment	96	Very Good
2	Shiva Response Questionnaire	94	Very Good
	Amount		Very Good
	Average	95	

b. Qualitative Data Analysis

Qualitative data analysis was obtained from the validation results of social studies experts and teachers in the form of input, criticism and suggestions. The input, criticism and suggestions are in order to improve the Ludo Smart Game media. The input and suggestions include the following:

1) Media Expert Validation

Results of media expert validation of Ludo Smart Game by media expert, namely Mr. R. Wisnu Wijaya Dewojati, M.Pd. The response obtained was that the Ludo Smart Game media as a whole was good. However, media experts provided suggestions to include class information and material on the cover of the Ludo Smart Game media box which is used to package Ludo Smart Game media. This makes it easier for teachers to use media that is appropriate to the material discussed in the media.

The input from media experts on the Ludo Smart Game media board is to add a picture of a star question mark and also a picture of a trophy as a reward for

students to be more enthusiastic about learning, as well as removing unnecessary pictures. Then input it for the Smart card, that is, to match the image on the media board and also the cover of the Smart card.

Input for the material guide, namely to match the image on the Ludo Smart Game media board with the cover of the material guide. And the last one is input on the instructions for using the Ludo Smart Game media. Where media experts suggest clearer instructions and numbering for each point.

2) Material Expert Validation

Validation results in terms of material in the Ludo Smart Game media by material experts, namely Mrs. Kirana Prama Dewi, S.Sos., M.Pd. The response obtained was that the Ludo Smart Game media as a whole was good. However, material experts provide input to pay attention to the breadth and depth of the material, the material is in the form of facts and linked to social attitudes, and learning objectives need to be directed at the HOTS cognitive domain (C4 and above).

3) Learning Expert Validation

Validation results in terms of Ludo Smart Game media learning by a learning expert, namely Mrs. Nur Hidayah, M.Pd. The response obtained was that the Ludo Smart Game media as a whole was good. However, learning experts provided input to attach the material to the teaching module in the form of a PPT.

4) Social Studies Teacher Assessment

The results of the assessment from the Social Sciences Teacher regarding the suitability of the Ludo Smart Game media, namely by Mrs. Umi Salamah, S.E. The response was obtained that the Ludo Smart Game media as a whole is good and can inspire teachers so that the learning process is not boring. However, the social studies teacher provided input so that he could add more questions so that students' understanding of the material increased.

3. Discussion

In general, media is defined as anything that can be used to convey information or messages. (Astuti, 2017) believes that media is defined as a tool that has the function and use of conveying a message in the learning process which aims to simplify the learning process in class, increase efficiency and help students concentrate in the learning process. As for (Fatria, 2017) who expressed his opinion that media is anything that can be used to convey messages, apart from that it is also able to stimulate the mind, be able to raise enthusiasm, as well as students' attention and willingness to participate in learning. Meanwhile, (Ali Mudlofir and Evi Fatimatur Rusydiyah, 2019) argue that learning media is an intermediary in conveying messages from the sender to the recipient in print or non-print form, so that the recipient has the motivation to learn to be able to obtain satisfactory results.

With the understanding of learning media, learning media is really needed in the learning process. Therefore, researchers developed a learning media in the form of Ludo Smart Game. Development of Ludo Smart Game media for fifth grade students at Muhammadiyah Kauman Elementary School using the ADDIE model. The development of the Ludo Smart Game media is carried out until the implementation

or trial stage. In line with the opinion of (Sugiyono, 2016) that the ADDIE model has five stages carried out in this development research, namely Analysis, Design, Development, Implementation, and Evaluation.

The aim of this development is to produce a new product, as stated by (Endang Mulyatiningsih, 2013) that research and development aims to produce a new product through the development process. This research was also conducted to determine the feasibility of the Ludo Smart Game media. Measuring media suitability is carried out using validation tests by filling in assessment instruments by experts, namely media experts, material experts and learning experts. Apart from that, there was an assessment from the fifth grade social studies teacher who assessed the suitability of the Ludo Smart Game media when used in the learning process. Next, there is a student response questionnaire which is used to measure students' interest in participating in learning using the Ludo Smart Game media.

The Ludo Smart Game media validation results obtained a score of 86 from media experts, 80 from material experts, and 80 from learning experts. Then 96 from teacher assessment, and 94 from student assessment. The results obtained from media experts, namely 86, are included in the "Very Good" criteria. The results from material experts, namely 80, are included in the "Good" criteria. Then the learning expert's score of 80 is included in the "Good" criteria. The accumulated assessment of the three experts, if averaged, gets a score of 82 and is included in the "Very Good" category.

The teacher's score for media suitability is 96, which is included in the "Very Good" criteria. And finally, the student's assessment, namely 94, is included in the "Very Good" criteria. So if the teacher and student assessments are accumulated on average, they get a score of 95 and are included in the "Very Good" criteria.

Social studies is one of the subjects that needs to be taught at elementary school level. According to (Sapriya, 2017) Social Studies is one of the names of the lessons given at the primary and secondary education levels. The definition of social studies is according to (Susanto, 2016) who believes that social studies is a scientific discipline that studies various social sciences and humanities as well as basic human activities which are packaged scientifically in order to provide deep insight and understanding to students. Then, according to (Sukirno, 2015), social studies lessons are an approach to things related to humans, society and the environment. From the three definitions of social studies according to the experts above, it requires a medium for delivering the material so that students can easily understand the material being presented.

The importance of using media is not only to make it easier for teachers to explain the material but also to increase students' learning motivation. As stated by (Rasyid and Rohani, 2018) the function of learning media is to convey learning material, the learning process becomes more interactive, learning becomes attractive to students, improves learning outcomes, as a learning medium, makes the teacher's role somewhat more productive. Meanwhile, according to (Suparlan, 2020) learning media has functions, including the main function of assisting teachers in delivering teaching material according to environmental conditions during the learning process.

When choosing media, of course you have to pay attention to the media's appropriateness criteria, both in terms of media, material and its use in learning. As stated by (Daryanto, 2016) there are several criteria for media suitability, namely practicality in using the media, materials used, flexible media, media that can motivate learning. The opinion of (Indriana, 2011) is that the criteria for media suitability are suitability of the media to learning objectives, suitability of the media to the material, suitability to the

school environment, suitability to the student's character, and suitability to the theory used. And further, the opinion of (Hasan, 2021) is that the criteria for appropriateness of learning media are the accuracy of the method of presentation, clarity of the order of the material, completeness of the media components, and consistency in the presentation of the material.

Apart from knowing the criteria for selecting media, you also need to know the types of learning media. There are several types of learning media, as stated by (Susanti and Zulfiana, 2018) that learning media is divided into three, namely visual, audio and audio visual based. Meanwhile, according to (Aghni, 2018), there are three types of learning media, namely audio, visual and multimedia. Ludo Smart Game media is media in visual form, namely a game where this media can attract students' attention so that students are more active in participating in learning (Jihan et al., 2019). According to (Mulyani, 2013) ludo is a game that consists of a piece of paper with a picture of 4 large squares and 72 small squares. Ludo Smart Game media can be used in the learning process so that it is not boring.

The existence of several supporting components in the Ludo Smart Game media can also increase students' enthusiasm for learning. Where in the Ludo Smart Game media there is a reward in the form of a star image, and the winner will get a trophy image. Apart from that, there are advantages to Ludo Smart Game so that it can be used as a learning medium, namely improving students' motor skills, increasing students' accuracy, forming an attitude of sportsmanship, improving cognitive abilities, and providing opportunities for students to socialize (Kore et al., 2020). The benefits of using Ludo Smart Game media in learning according to (Khodizah, 2018), namely improving literacy skills, coordinating students' motor skills when playing, training fast thinking skills, providing a sense of cooperation in groups, being creative, and strengthening visual abilities.

In general, Ludo Smart Game media is a medium for learning social studies with material like What is the Culture of My Region, so that it will increase knowledge about social studies material. Ludo Smart Game media is media in the form of a group game that is played competitively. As is the case with research conducted by (Darmawan, 2019) who also developed game-based learning media, namely Ludo Counting Media.

Conclusion

Based on the results of research and development of Ludo Smart Game media for fifth grade students at Muhammadiyah Kauman Elementary School, the following conclusions were obtained:

1. Research and development of Ludo Smart Game media refers to the ADDIE model. The research stages carried out include Analisys (analysis), Design (design), Development (development), Implementation (implementation), and Evaluation (evaluation). As for the specifications of the Ludo Smart Game media, after going through validation tests by experts, the specifications include a Ludo Smart Game board printed in banner form with a size of 50 x 50 cm, a material guide printed in book form using ivory paper with A5 paper size, instructions for use Ludo Smart Game printed on sheets of ivory paper with A5 size, Smart cards printed with ivory paper measuring 6 x 9 cm, star images printed with photo paper, and trophy images printed with photo paper, brown box with size 30 x 19 x 5 cm, and is equipped with supporting components, namely pawns and dice.

2. The quality of the Ludo Smart Game media is obtained from validation results by experts including media experts, material experts and learning experts. The Ludo Smart Game media validation results obtained a score of 86 from media experts, 80 from material experts, and 80 from learning experts. Then 96 from teacher assessment, and 94 from student assessment. The results obtained from media experts, namely 86, are included in the "Very Good" criteria. The results from material experts, namely 80, are included in the "Good" criteria. Then the learning expert's score of 80 is included in the "Good" criteria. The teacher's score for media suitability is 96, which is included in the "Very Good" criteria. And finally, the student's assessment, namely 94, is included in the "Very Good" criteria. So it is hoped that the Ludo Smart Game media can be an effective and enjoyable learning medium for fifth grade students in increasing knowledge regarding the material "What is My Regional Culture Like" and can also maximize student learning outcomes.

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