Mitra PGMI: Jurnal Kependidikan MI
Mitra PGMI: Jurnal Kependidikan MI
ISSN: 2443-0021 E-ISSN: 2716-4136
https://ejournal.stai-tbh.ac.id/index.php/mitra-pgmi

Development of Game-Based Mini Book Media to Improve the Learning Motivation of Third Grade Students at MI

Intan Nadiroh[1,a], Siti Choirotul Amalia[2,b]*, Mei Kalimatusyaro[3,c]
[1,2]Institut Agama Islam Bani Fattah (IAIBAFA), Jombang, East Java, Indonesia
[3]Institut Agama Islam Alkhoziny, Sidoarjo, East Java, Indonesia
E-Mail: intannadiroh@iaibafa.ac.id[a], sitichoirotulamalia@mhs.iaibafa.ac.id[b], fasya.azzahro@gmail.com[c]

Abstract:
The use of monotonous learning modules in Indonesian language lessons results in low learning motivation of third grade students of MI Tarbiyatul Aulad. Visual learning media, such as mini books, are considered effective because they are practical and interesting. This study aims to develop and test the effectiveness of mini book media based on Game Based Learning to increase student learning motivation in Indonesian language subjects. The research method used is Research and Development (RnD) with the ADDIE model. The results showed that the development of mini book media on Energy and its Changes Information Text material, which was designed interactively with the Game Based Learning approach, was successful. This media also helps understanding the material, as evidenced by the increase in student evaluation results from 75.43% in the pre-test to 81.28% in the post-test. Student response to the mini book media is very positive, with a percentage of 90% based on the Guttman Scale, indicating that this media is very acceptable and useful.

Keywords*: Mini Book, Game Based Learning, Learning Motivation*

How to cite this article:
Nadiroh, I., Amalia, S. C., & Kalimatusyaro, M. (2025). Development of game-based mini book media to improve the learning motivation of third grade students at MI. *Mitra PGMI: Jurnal Kependidikan MI*, 11*(2)*, 238-248. https://doi.org/10.46963/mpgmi/v11i2.3100

Article Information

***Corresponding author:**
sitichoirotulamalia@mhs.iaibafa.ac.id

DOI:
https://doi.org/10.46963/mpgmi.v11i2.3100

Article History:
Received : 13 / 07 / 2025
Revised : 27 / 07 / 2025
Published : 31 / 07 / 2025

INTRODUCTION

The teacher's role in the learning process is quite significant in achieving learning objectives, and it is important for teachers to understand the learning environment. There are two influencing factors: internal factors, such as students' physical and psychological conditions, and external factors, one of which is instrumental factors like the use of instructional media (Saptadi et al. 2023, 94–100) media plays a crucial role in the success of the learning process.

The use of media that aligns with students' needs can increase their motivation and willingness to learn (Sidik et al. 2023, 6). In addition, it can make it easier for teachers to deliver instructional material.

Based on an interview with the third-grade Indonesian language teacher at MI Tarbiyatul Aulad Gebangmalang, due to limitations in implementing instructional

©Authors (2025) This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International

media, students often feel less enthusiastic about learning because the learning process relies solely on printed learning modules. According to the source, the development of instructional media is essential to increase students' learning motivation (Niswatun Khasanah, "Interview with the Third-Grade Indonesian Language Teacher," February 18, 2025). The researcher conducted an observation of the learning module to analyze students' needs. The module is printed, in black and white, and is not visually engaging for students. Therefore, there is a strong need to develop instructional media for the third-grade Indonesian language subject at MI Tarbiyatul Aulad Gebangmalang.

Previous research on mini-book media was conducted by Sari (2020) using a Research and Development (R&D) approach. The study demonstrated that the developed media achieved a feasibility score of 93.3%, categorized as excellent and highly viable. However, the research only progressed to the feasibility testing stage and did not proceed to field trials. The current study differs in terms of subject, object, and variables, focusing on developing mini-book media for informational text material on energy and its transformations in third-grade Indonesian language instruction at MI Tarbiyatul Aulad Gebangmalang, Diwek, Jombang.

According to Azhar, mini book media is a type of visual media (Agustin et al. 2023, 20) that emphasizes visual perception in its use. This media contains specific material in a practical size and is used by teachers to support the learning process (Situmorang et al. 2024, 245), making the learning experience more effective.

According to Uno's motivation theory, learning motivation is something that influences students and can be observed through two factors: internal factors, such as the desire to succeed, and external factors, such as recognition or appreciation from the teacher. These two factors are closely interconnected and can create a learning environment that yields optimal results. Based on Bloom's Taxonomy theory, there are three aspects related to learning outcomes: the cognitive aspect, the psychomotor aspect, and the affective aspect (Umami 2023, 43). The success of learning is also closely tied to the use of instructional media.

The benefits of instructional media on learning motivation are crucial, as media can encourage students to develop the desire to learn and bring about positive psychological changes (Sidik et al. 2023, 6). The development of this mini book product provides a new learning experience for students.

The purpose of this study is to determine the effectiveness of the mini book media on the topic of Informational Text: Energy and Its Transformations. The use of the mini book is also supported by a method that aligns with students' needs to enhance learning motivation, one of which is the game-based learning method. According to Malone's theory, game-based learning is designed to be enjoyable and

Print – ISSN: 2443-0021
Online - ISSN: 2716-4136

can increase students' motivation (Wang et al. 2024, 3). The game chosen by the researcher is a group-based activity.

METHOD

This research and development study uses the Research and Development (R&D) method. According to Sugiyono, this type of research allows researchers to produce a product (M. N. Sari et al. 2024, 69). In this case, the researcher developed mini book media to enhance students' learning motivation. Additionally, this research and development process follows the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation (Kustandi and Darmawan 2024, 104). The following is the development flow of the ADDIE model.

The following are the data and data sources obtained from this Research and Development (R&D) study, which include observation results, interviews, documentation, and tests. The sources of data in this study are third-grade students, expert validators in content and design, and the Indonesian language teacher at MI Tarbiyatul Aulad Gebangmalang. Next, the data were analyzed using both qualitative and quantitative analysis techniques. The qualitative analysis was based on feedback, suggestions, and opinions from expert validators in each aspect regarding the development of the mini book media for third-grade Indonesian language learning. Conclusions were then drawn to determine the feasibility of the mini book media.

For the quantitative analysis, the researcher used quantitative data to measure students' learning motivation in relation to the use of the mini book media in third-grade Indonesian language instruction. The stages of quantitative data analysis included descriptive statistical tests to assess students' motivation before and after the implementation of the mini book, and inferential statistical tests to calculate the percentage of responses from both validators regarding the media, in order to determine the product's validity.

The use of a conversion scale for achievement levels was essential for standardizing scores, which were then matched to predetermined criteria. The following is a table of feasibility criteria based on the Likert Scale:

Table 1. Feasibility Criteria

Achievement Level	Criteria	Description
84%< score≤ 100%	Very Valid	No Revision Needed
68%<score≤84%	Valid	No Revision Needed
52%<score≤68%	Fairly Valid	Needs Revision
36%<score≤52%	Less Valid	Revision Required
20%<score≤36%	Very Less Valid	Revision Required

The table illustrates that a product is considered valid when the score ranges from 60 to 100 based on the overall assessment from the content expert and design

Print – ISSN: 2443-0021
Online - ISSN: 2716-4136

expert validators. Revisions are required if the evaluation falls below the valid level. Meanwhile, in analyzing students' responses to the mini book media, the Guttman Scale is used.

RESULTS AND DISCUSSION

Analysis Stage

At the analysis stage, two steps were taken to examine the issues found at MI Tarbiyatul Aulad Gebangmalang, particularly in the third-grade Indonesian language subject:

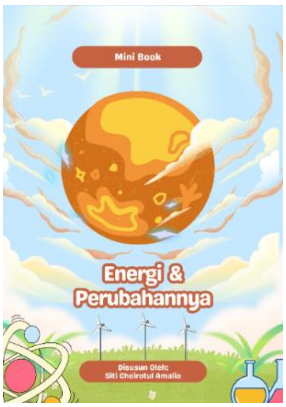
Needs Analysis: The researcher conducted interviews with the third-grade Indonesian language teacher at MI Tarbiyatul Aulad Gebangmalang to identify the problems students were facing. The results showed that students had low learning motivation. This was due to the learning process relying solely on learning modules with monotonous layouts and a lack of engaging and varied teaching methods (Niswatun Khasanah, "Interview with the Third-Grade Indonesian Language Teacher," February 18, 2025). The development of instructional media is therefore necessary to enhance learning motivation, combined with more varied learning methods.

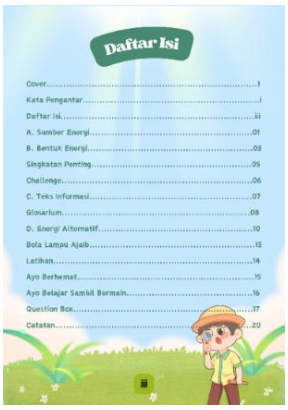
Content Analysis: The researcher analyzed the Core Competencies, Basic Competencies, Success Indicators, and the material included in the students' learning modules to ensure that the development of the mini book media aligns with the content being taught.

Design Stage

The first stage involved designing the development product. This mini book was created to be visually appealing, featuring various colors and illustrations that align with the content of each chapter. The researcher paid close attention to the size and printing process. The mini book was designed in A5 size, measuring 14.8 x 21 cm, and edited using the Canva application. Below are some examples of the initial mini book media designs:

Figure 1. Initial Design of the Mini Book Media





Print – ISSN: 2443-0021
Online - ISSN: 2716-4136

The next stage involved printing the mini book media as planned, followed by validating the media with a content expert validator and a design expert validator.

Development Stage

This development stage includes the process of product creation, product validation by subject matter experts and design experts, and revisions.

Results of Validation by Subject Matter Expert

This development stage involves the process of product creation, validation by subject matter and design experts, and revisions.

Subject Matter Expert Validation Results

The subject matter validation data was obtained from a validator considered competent in assessing the material of the Indonesian Language mini book. In this case, the product was tested by Ms. Niswatun Khasanah, the Indonesian Language teacher for third grade at MI Tarbiyatul Aulad Gebangmalang. The data collected is divided into two parts, as follows:

Print – ISSN: 2443-0021
Online - ISSN: 2716-4136

a. The quantitative data shows a score of 96%, which, based on the Likert scale qualification table, indicates that the product is "Highly Valid" for use in the third-grade Indonesian Language subject at MI Tarbiyatul Aulad Gebangmalang. The following is a summary of the subject matter expert validation sheet:
b. For the qualitative data, the researcher used descriptive statistical analysis to interpret the qualitative feedback. The following are the suggestions and critiques provided by the subject matter expert:

Table 2 Critiques and Suggestions from the Subject Matter Expert

No.	Type of Error	Suggested Improvement
1.	Lack of material depth	Add a few pages to provide more in-depth content.

Design Expert Validation Results

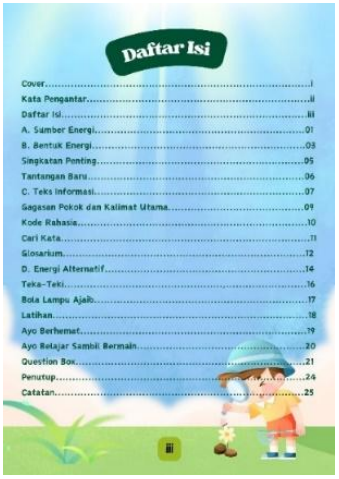
The validation data was obtained from a test conducted by a qualified design expert. In this case, the Indonesian Language mini book media was evaluated, resulting in two types of data. The test yielded a score of 98%, indicating a “Highly Valid” level of validity. The results were then analyzed based on the critiques and suggestions provided by the validator.

Table 3. Critiques and Suggestions from the Design Expert

No.	Type of Error	Suggested Improvement
1.	The use of the word “challenge” needs to be changed to help students better understand.	The cover is not visually appealing enough.
2.	The phrase “Kata Pengantar” is unclear due to its faded color blending into the background.	Use a darker color.
3.	Lack of color and text variation.	Use a more colorful palette

Final Result of the Mini Book Media Development

Figure 2. Revised Mini Book Media



Print – ISSN: 2443-0021
Online - ISSN: 2716-4136

Before implementation, the revised mini book media will be printed.

Implementation Results

This stage was carried out in the third-grade class of MI Tarbiyatul Aulad Gebangmalang for the Indonesian Language subject, involving 14 students. The lesson used a revised Lesson Plan provided by the subject teacher, incorporating the mini book media with a game-based learning approach. The researcher applied a group-based game-based learning method, dividing the students into three groups. The following are the observation results of the implementation of the mini book media using a game-based learning approach:

Table 4. Observation During the Game

No.	Assessment Criteria	Group I	Group II	Group III
1.	Understanding the Challenge	Less Capable	Capable	Highly Capable
2.	Curiosity	Capable	Less Capable	Capable
3.	Control	Capable	Capable	Capable
4.	Presence of Imagination	Capable	Capable	Capable

Print – ISSN: 2443-0021
Online - ISSN: 2716-4136

In addition, the researcher identified several aspects during the observation of the game-based learning activity beyond the four factors proposed by Malone and Lepper. These aspects can serve as supporting elements for the application of Malone's theory on group-based game-based learning, namely:

Table 5. Development of Malone and Lepper's Theory

No.	Supporting Aspects	Group I	Group II	Group III
1.	Group Dynamics	Less Able to Collaborate	Able to Collaborate	Able to Collaborate
2.	Teamwork	Less Capable	Highly Capable	Capable
3.	Individual Roles	Capable	Capable	Capable

Figure 3. Documentation of the Mini Book Media Implementation Using the Game-Based Learning Method

Evaluation Results

The success of a research and product development project can be seen in whether or not there is an improvement in students' learning motivation. The following are the results of the evaluation:

This stage was carried out using a questionnaire. The data collected was then analyzed by the researcher using the Guttman scale. The following is a presentation of the obtained data:

Table 6. Analysis of Student Questionnaire on the Mini Book Media

No.	Assessment Criteria	Number of Items	Score Obtained
1.	Language and Benefits of the Mini Book	2	25
2.	Interest and Design of the Mini Book	5	64
3.	Content of the Mini Book	2	23
4.	Practicality of the Mini Book	1	14
Total		**10**	**126 (90%)**

Based on the data, a percentage of 90% was obtained. According to the qualifications in the table above, the development of the mini book media for the third-grade Indonesian Language subject at MI Tarbiyatul Aulad received a "very

Print – ISSN: 2443-0021
Online - ISSN: 2716-4136

good" qualification. The media received positive responses from the students, indicating that it can enhance their learning motivation.

Improvement in Students' Learning Motivation

The improvement in learning motivation refers to a significant increase in the Indonesian language learning outcomes of third-grade students at MI Tarbiyatul Aulad Gebangmalang. This can be seen from the comparison between the pre-test and post-test results. The average pre-test score was 75.43%, which increased to 81.28% in the post-test. This improvement reflects a rise in students' intrinsic motivation.

The visually appealing and narratively easy-to-understand mini book media sparked students' interest, curiosity, and comfort in learning. This aligns with John Keller's ARCS motivation theory (Attention, Relevance, Confidence, Satisfaction), which states that engaging instructional design can enhance student motivation. The mini book captured attention through its illustrations and concise layout. It was relevant due to contextually appropriate content aligned with students' experiences. The simple presentation also boosted students' confidence in understanding the material.

The mini book media supports the Contextual Teaching and Learning (CTL) approach, which is highly relevant for third-grade MI students. The language used is simple, the story content is closely related to the students' daily lives, and it is complemented by illustrations that depict real-life contexts. This helps students perceive Indonesian language lessons not just as theoretical content, but as something meaningful and connected to their everyday experiences.

The mini book provides space for differentiated learning, especially for students with visual and verbal learning styles. Elementary-aged children tend to have a strong interest in images and short stories. Therefore, the mini book bridges the diversity of learning styles in an engaging and child-friendly way.

The mini book media encourages students to recall the reading content, engage in discussions, and reorganize information in their minds practices that support metacognitive learning. An increase in motivation was observed following the implementation of the mini book media in the Indonesian language subject for third-grade students at MI Tarbiyatul Aulad Gebangmalang.

An interview with Najwa Khoirun Nisak, Nurul Putri Anggraini, and Putri Ayu Nindya third-grade students at MI Tarbiyatul Aulad Gebangmalangrevealed that all three participants found learning with the mini book media to be very enjoyable. They felt more active during lessons, more motivated to learn, and found it helpful in understanding Indonesian language material, particularly in the topic of informational texts. The students also stated that this media was more engaging than traditional learning modules because it included illustrations and colorful

Print – ISSN: 2443-0021
Online - ISSN: 2716-4136

designs. Additionally, the A5 size made the mini book more practical and convenient to use. (Najwa Khoirun Nisak et al., "Interview Results with Third-Grade Students at MI Tarbiatul Aulad Gebangmalang," May 4, 2025)

The Indonesian language teacher for the third grade confirmed that game-based learning is effective in increasing students' learning motivation. Additionally, the development of the mini book media had a significant impact and aligned well with students' needs. (Niswatun Khasanah, "Interview Results with the Third-Grade Indonesian Language Teacher," May 4, 2025)

Based on interviews with both students and the subject teacher, the mini book media successfully met students' needs and received positive responses from them.

CONCLUSION

The development of the mini book media using a game-based learning approach for third-grade students at MI Tarbiyatul Aulad Gebangmalang followed the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. In the implementation stage, the results of observations showed that students were highly enthusiastic in participating in the learning process using the game-based mini book media.

Meeting students' needs during the development of the mini book media can be seen from their enthusiasm while participating in learning activities using the mini book. This is supported by pre-test data showing an average score of 75.43%, while the post-test average increased to 81.28%. Therefore, there was a significant improvement following the implementation of the developed mini book. The mini book media also received positive responses from students based on the questionnaire results, which showed a 90% score with a "very good" qualification.

REFERENCES

Agustin, N., Rahmawati, A. L., Sihaloho, H. Y., Anugrah, G., Rahmatika, T., & Roziqoh, R. A. (2023). *Media digital untuk pembelajaran*. Cahya Ghani Recovery.

Kustandi, C., & Darmawan, D. (2024). *Pengembangan media pembelajaran* (Edisi pertama). Kencana.

Rahmawati, L. E., & Huda, M. (2022). *Evaluasi pembelajaran Bahasa dan Sastra Indonesia*. Muhammadiyah University Press.

Saptadi, N. T. S., Subroto, D. E., Nurlely, L., et al. (2023). *Psikologi pendidikan*. PT Sada Kurnia Pustaka.

Sari, I. P., Nurtamam, M. E., & Hanik, U. (2020). Pengembangan multimedia interaktif berbasis game 2D Flash pada pembelajaran matematika materi pecahan sederhana untuk siswa kelas III UPTD SDN Banyuajuh 4 Kamal. *Widyagogik: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar, 7*(2), 83–91. https://doi.org/10.21107/widyagogik.v7i2.7815

Print – ISSN: 2443-0021
Online - ISSN: 2716-4136

Sari, M. N., Mudrikah, S., Keban, Y. B., et al. (2024). *Metodologi penelitian tindakan kelas & research and development*. Pradina Pustaka.

Sari, N. (2020). *Pengembangan media mini book untuk meningkatkan kemampuan bercerita pada subtema 1 lingkungan tempat tinggalku kelas IV SD Negeri 104206 Seirotan T.A 2019/2020* [Skripsi, Universitas Negeri Medan]. http://digilib.unimed.ac.id/id/eprint/45356

Sari, W. I. P. E., & Kurniyati. (2022). *Buku ajar dokumentasi kebidanan*. PT Nasya Expanding Management.

Sidik, N. A. H., Fahmi, F., Umami, K., Annajmi, & Akbar, Z. (2023). *Media pembelajaran (suatu pengantar sarana pembelajaran)*. CV Mega Press Nusantara.

Situmorang, P., Devianty, R., & Syaifullah, M. (2024). Pengembangan media mini book untuk meningkatkan kemampuan membaca pada mata pelajaran Bahasa Indonesia di kelas V. *Jurnal Arjuna, 2*(6). https://doi.org/10.61132/arjuna.v2i6.1332

Wang, A. I., Knutsen, V. A., & Askestad, E. (2024). Balancing enjoyment and learning in teaching software project management with game-based learning. *Computers and Education Open, 7* (December), 100226. https://doi.org/10.1016/j.caeo.2024.100226

Young, A. (2024). A mixed methods analysis of open ended interviews with mothers of young children: Combining psychoanalytic inquiry with reflective functioning. *Methods in Psychology, 11* (December), 100165. https://doi.org/10.1016/j.metip.2024.100165

Print – ISSN: 2443-0021
Online - ISSN: 2716-4136