
Development of Learning Media for Ludo Nusantara in The Learning Content of Social Studies on The Material of Cultural Diversity in Grade Iv of Elementary School

Ghalda Nabila (*),
Faculty of Education, Universitas Negeri Jakarta

Abstract

This study aims to develop Rumah Ludo Nusantara learning media on the content of IPS learning on Cultural Diversity material in grade IV Elementary School. The research method used is (R&D) with the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). This study involved media experts, material experts, language experts, and trials on grade IV students at Elementray School Paseban 18, involving 4 students in one-to-one trials, 8 students in small group trials, and 18 students in field test trials. The data collection technique in this study used quantitative descriptive by obtaining 92.18% from media experts, 93.75% from material experts, and 96.87% from language experts. The results of the one-to-one trial obtained an average of 96.25%, the small group trial obtained an average of 93.75%, and the field test trial obtained an average of 91.27%. This shows that the language of the Rumah Ludo Nusantara learning media received a very good score so that it was declared suitable for use as a social studies learning media on the Cultural Diversity material in grade IV of Elementary School.

Keyword: Learning Media, Ludo Media, Social Studies, Cultural Diversity.

(*). Corresponding Author: ghaldanabila1105@gmail.com

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INTRODUCTION

Education needs to have a long-term perspective and consider the challenges that students will face in the future. Therefore, education is expected to develop students' potential well in accordance with the goals of national education. According to Law No. 20 of 2003, it is explained that national education aims to develop abilities, shape character, and build a dignified national civilization, with a focus on educating the nation (Rahmawati, 2019).

One of the goals of national education is to shape students' character to have good morals. As an educator, there are many ways to develop the character and personality of students, one of which is by instilling a high tolerance attitude in students (Widiatmaka & Yusuf Hidayat, 2022). Awareness of the importance of tolerance in facing differences in ethnicity, culture, and religion in Indonesia can be built in a structured manner through education. Therefore, the goal of education in elementary schools is not only to enhance

academic knowledge but also to introduce students to the diversity in their surroundings, one of which is through the subject of Social Studies (Anggraeni et al., 2022).

At the elementary school level, Social Studies is an independent subject that integrates several disciplines of social sciences, humanities, sciences, and social life issues. The main objective of Social Studies at the elementary school level is to help students understand and recognize themselves as part of society and their surrounding environment, both socially and culturally, so that students can develop in school and society. The environment around students plays an important role in determining their personality (Dian Apriliani et al., 2023).

One of the social studies materials learned by students is the cultural diversity in Indonesia. Diversity in Indonesia is a gift from God that represents one of the nation's treasures, something that many other countries in the world do not possess. This diversity is influenced by various geographical factors among different communities. The differences due to geographical factors can be seen, for example, in the language and culture of coastal communities, which are very different from the language and culture of mountain communities. These differences include intonation and word choice in communication, house and clothing designs, the implementation of traditional ceremonies, and other aspects (Peter & Simatupang, 2022). Through this learning, teachers help students understand the differences or diversities that exist in Indonesia. With this understanding, students are expected to create a harmonious environment and avoid conflicts arising from these differences, as well as to maintain unity and integrity.

Recognizing the importance of the goals of social studies education, efforts are needed to improve the quality of human resources to address increasingly complex social issues amid the progress of the times (Nursyifa, 2019). However, students still face difficulties in understanding the material on cultural diversity in social studies. This occurred at elementary school Paseban 18, where the results of interviews conducted by the researcher with four students showed a lack of interest in social studies learning, which seemed boring and uninteresting. This issue is further supported by the pretest data of fourth grade students at elementary school Paseban 18 regarding the subject of social studies on the material of cultural diversity in Indonesia, which can be seen in the table below.

Table 1. Minimum Completeness Criteria

Number of Students		Percentage	
Completed	Not Completed	Completed	Not Completed
3	15	17%	83%

Based on the table above, the number of students who have not reached the Minimum Completeness Criteria for the subject of Social Studies on the topic of cultural diversity exceeds 50%. The Minimum Completeness Criteria is set at 75. In the pretest assessment, there were 16 students who did not meet them, while 2 students met the standard. This data indicates that there are learning difficulties among students in understanding the material on cultural diversity that need to be improved. In the pretest assessment, many students did not complete the questions about cultural diversity, which includes traditional clothing,

traditional houses, ethnic groups, culture, religion, feelings, and ways to appreciate differences or to behave with tolerance. This indicates that students at elementary school Paseban 18 still have not understood the material on cultural diversity, as evidenced by the results of the pretest. The causes of students experiencing learning difficulties are as follows: (1) the methods used in teaching are still predominantly traditional, where teachers often rely on lectures and question-and-answer sessions because they are accustomed to and comfortable with these methods, (2) there are limitations in the provision of learning resources, (3) teachers rarely apply innovative teaching models, (4) teachers do not utilize other learning media in the teaching process (Sintiya Safitri et al., 2024).

Based on preliminary research conducted on September 5 and 23, 2024, through observations and interviews with fourth-grade students, there are several issues at the school regarding learning, particularly concerning learning media. These issues include a lack of varied and interactive social studies learning media, teachers still using traditional learning media that only utilize PowerPoint and images, and students being less involved in the use of these learning media, resulting in a lack of interest and enthusiasm for social studies learning, especially on the topic of cultural diversity. Additionally, the media created has not been able to simplify abstract concepts in social studies.

To address the issue of students' lack of interest in the topic of cultural diversity, the use of interactive learning media is proposed. The utilization of learning media can generate new interest and motivation, as well as provide stimulation for learning (Husna & Supriyadi, 2023). Learning media plays a crucial role in facilitating students' understanding of abstract concepts, assisting teachers in the teaching process, and providing a more concrete learning experience for students (Zulfa et al., 2023), thus it can be concluded that the use of interactive learning media is an appropriate solution. This medium not only enhances students' interest and motivation but also simplifies the understanding of abstract concepts and makes the learning process more engaging.

In addressing the issue of students' lack of interest in social studies learning and their understanding of the material on cultural diversity, the learning media *Rumah Ludo Nusantara* has emerged as a suitable tool to stimulate students' interest and enthusiasm for learning, especially in understanding and applying the material regarding Indonesia's cultural wealth. Ludo itself is a board game that originated in India since the 6th century, played by four players and using dice. To win the game, players must roll the dice to move their pieces to the square until they reach home (Rahmawati, 2019).

Previous research has shown that the media of the ludo game can enhance students' understanding in the subject of social studies, particularly on the topic of cultural diversity. Cultural diversity is crucial to study as it forms the basis for instilling values of unity and tolerance among students, including research conducted by Hidayat Supriatna and Muhamad Sofian Hadi (Supriatna & Hadi, 2023) with the title 'The Influence of LUDO Game Learning Media for Social Studies Learning in private elementary school Anak Kreatif Bandung Barat.' The results of this study revealed a decline in learning enthusiasm and achievement in social studies evaluation among students. This is suspected to be caused by the lack of appeal of the media used by teachers in social studies learning. The researcher used data collection techniques through interviews, observations, and documentation. The results of the study indicate that by using a modified ludo game, educators successfully created enjoyable and creative learning, making it easier for students to understand the social studies learning material.

Furthermore, another research that discusses a similar topic is by Syifa Syifa Aulia Nissa and Novanita Whindi Arini (Dian Apriliani et al., 2023) with the title "Development of Ludo Game for Social Studies Learning in Elementary School." The results of this study indicate that the learning media in the form of Ludo game for fourth grade students at private elementary school Muhammadiyah Jakarta Timur can help increase students' self-confidence and activity in the learning process. The use of this game makes students more enthusiastic and actively involved, especially when answering questions embedded in the game.

Referring to the results of several studies above, the researcher is interested in developing a new study titled "Development of Ludo Nusantara Learning Media on the Subject of Cultural Diversity in Fourth Grade Elementary School." This media will highlight the topic of Indonesia's cultural diversity for fourth-grade students, with the aim of attracting students' interest in studying Indonesia's cultural diversity.

METHODS

The method used in this research is Research and Development (R&D), also known as research and development method. According to Sugiyono (Sugiyono, 2016), research and development aims to produce certain products and test their effectiveness. Every product developed requires research so that the resulting product is targeted and effective for users. Below is a diagram of the ADDIE development model (Soesilo & Munthe, 2020):

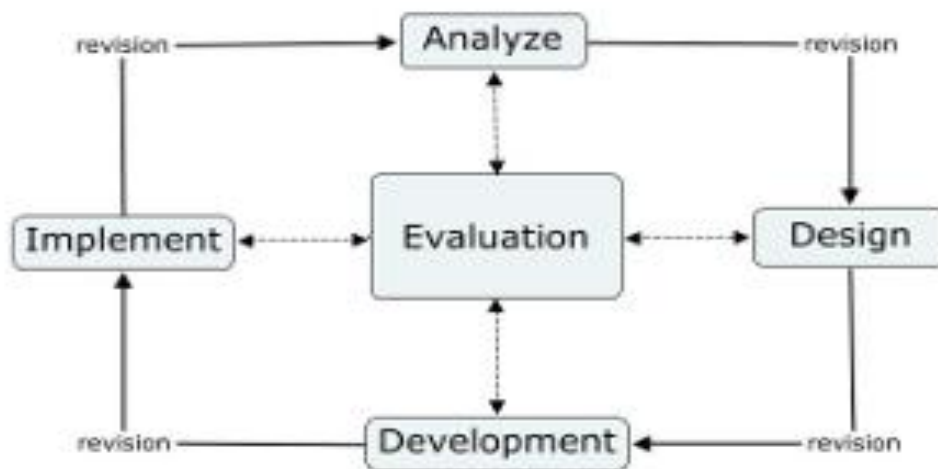


Figure 1. ADDIE development model

1. *Analysis*: In accordance with the ADDIE development model, the initial stage in this process is to conduct an analysis. At this stage, the researcher performs three types of analysis, namely needs analysis (pretest implementation), curriculum analysis, and student characteristic analysis. The results of these three analyses serve as the basis for developing and implementing learning media in the form of games.
2. *Design*: At this stage, the learning objectives, flow, indicators, and the suitability of game-based learning media are designed. The media will contain material for 4th grade social science Phase B semester 2 with the topic of cultural diversity in Indonesia. After designing the learning outcomes, the researcher begins to design the learning media in the form of the Nusantara Ludo House game, including the

- necessary elements. This stage also includes the preparation of a questionnaire to assess the media, covering aspects of feasibility, language, and material compatibility. Additionally, components such as images, colors, fonts, materials, and other elements that support media development are established.
3. *Development*: This development stage aims to produce learning media that supports the achievement of the previously established learning objectives. The development process consists of three main stages: pre-production, production, and post-production. The media to be produced, namely the Nusantara Ludo House, includes the Nusantara Ludo House game board, pieces, dice, coins, miniature houses, a guidebook for teachers, material cards, question cards, interview cards, case study cards, and its packaging. At this stage, a validation test is also conducted to assess the feasibility of the media, carried out by three experts: a media expert, a material expert, and a language expert.
 4. *Implementation*: The implementation phase in the ADDIE model involves the trial of the Rumah Ludo Nusantara media by fourth grade students at elementary school Paseban 18 through three stages: one-to-one, small group, and field test. This trial aims to assess the feasibility and effectiveness of the media as an alternative learning tool for the diversity of Indonesian culture in social studies.
 5. *Evaluation*: The evaluation phase is the final stage in the ADDIE development model. The evaluation used in this development involves formative evaluation in the form of questionnaires. The formative evaluation in this development is conducted through expert review, involving three experts: a media expert, a language expert, and a content expert. In addition, this evaluation also includes the one-to-one, small group, and field test stages, as well as the assessment of cognitive aspects (posttest), affective aspects, and psychomotor aspects. This evaluation has been conducted in the development and implementation stages, except for the assessment of the three aspects.

RESULTS & DISCUSSION

Result

1. Pretest and Posttest

The researcher conducted a pretest and posttest on 18 students of Paseban Elementary School 18 to determine the increase in students' understanding before and after using the Rumah Ludo Nusantara learning media.

Table 1. Pretest and posttest results of using ludo nusantara media

Pretest Results	Posttest Results	N-Gain Score
Average Score		
47,77	78,88	62.14%

The results show an increase in the average student score from 47.77 in the pretest to 78.88 in the posttest. With an N Gain score of 62.14%, this indicates the effectiveness of the learning media in enhancing student understanding. Based on the N-Gain Score calculation, the Rumah Ludo Nusantara learning media falls into the category of quite effective. Here are the eligibility categories for the N-Gain Score calculation:

Table 2. Eligibility categories for N-Gain Score calculation

Percentage (%)	Interpretation
< 40	Ineffective
40 - 55	Less Effective
56 - 75	Fairly Effective
> 76	Effective

2. Expert Review (Validation Test)

A trial conducted by experts on the learning materials and media of Rumah Ludo Nusantara for the IPS subject on Cultural Diversity in the fourth grade of elementary school resulted in the following data recap:

Table 3. The results of the Ludo Nusantara media feasibility assessment by experts

Expert	Percentage	Eligibility Category
Media Expert	92.18%	Very Good
Subject Matter Expert	93.75%	Very Good
Language Expert	96.87%	Very Good

Based on the results of the recap from the experts, it can be concluded that the learning media Rumah Ludo Nusantara for the subject of Social Studies on the topic of cultural diversity in the fourth grade of elementary school received a very good eligibility category from all experts, where the eligibility of the media received 92.18%, the eligibility of the material received 93.75%, and the eligibility of the language received 96.87%.

3. Results of the One-to-One Trial

At this stage, the developed product was tested on 4 students of grade IV SDN Paseban 18. After that, the students were asked to fill out a questionnaire. The following is the processed data from the questionnaire at the one-to-one trial stage:

Tabel 4. One-to-one test results

No	Aspect	Percentage
1.	Media Feasibility	$\frac{48}{48} \times 100\% = 100\%$
2.	Linguistics	$\frac{46}{48} \times 100\% = 95.83\%$
3.	Media Usage	$\frac{60}{60} \times 100\% = 93.75\%$
Total		$\frac{154}{160} \times 100\% = 96.25\%$
Eligibility Category		Very Good

From the 10 questions posed during the trial to four users, an average score of 96.25% was obtained. This indicates that the learning media Rumah Ludo Nusantara is rated sangat baik\ from the users' perspective.

4. Small Group Trial Results

At this stage, the developed product was tested on 8 fourth-grade students of elementary school Paseban 18. After that, the students were asked to fill out a questionnaire. Below are the results of the data processing from the questionnaire at the small group trial stage.

Table 5. Small group trial results

No	Aspect	Percentage
1.	Media Feasibility	$\frac{90}{96} \times 100\% = 93.75\%$
2.	Linguistics	$\frac{89}{96} \times 100\% = 92.70\%$
3.	Media Usage	$\frac{121}{128} \times 100\% = 94.53\%$
Total		$\frac{300}{320} \times 100\% = 93.75\%$
Eligibility Category		Very Good

From 10 questions posed during the trial to eight users, an average score of 93.75% was obtained. This indicates that the learning media Rumah Ludo Nusantara is rated sangat perspective Very good.

5. Field Test Results Field Test

At this stage, the product that has been developed is tested on 18 fourth-grade students of elementary school Paseban 18. After that, the students are asked to fill out a questionnaire. The following are the results of the data processing from the questionnaire at the field test stage.

Table 6. Results Field Test

No	Aspect	Percentage
1.	Media Feasibility	$\frac{203}{216} \times 100\% = 93.98\%$
2.	Linguistics	$\frac{199}{216} \times 100\% = 92.12\%$
3.	Media Usage	$\frac{260}{288} \times 100\% = 90.27\%$
Total		$\frac{662}{720} \times 100\% = 91.27\%$
Eligibility Category		Very Good

From 10 questions posed during the trial to eighteen users, an average score of 91.27% was obtained. This indicates that the learning media "Rumah Ludo Nusantara" is rated very well from the users' perspective.

DISCUSSION

This research produced the learning media "Rumah Ludo Nusantara" for the material of cultural diversity in the fourth grade of elementary school. The use of appropriate media can enhance the effectiveness of learning, facilitate students' understanding, and increase learning motivation. This medium was developed using the ADDIE model and implemented at elementary school Paseban 18. The learning media Rumah Ludo Nusantara has been deemed suitable by 3 experts for the IPS learning content on Cultural Diversity in the fourth grade of elementary school. The validation results show very good scores for the media expert (92.18%), content expert (93.75%), (96.87%). Based on these results, it can be concluded that the learning media Rumah Ludo Nusantara is very suitable for use and effective in helping students understand the material on cultural diversity in Indonesia. This media is not only engaging and interactive but also supports the cognitive, effective, and psychomotor development of students, in accordance with Jean Piaget's theory of development. Therefore, this media can serve as an effective alternative to enhance the quality of IPS learning in the fourth grade of elementary school.

CONCLUSION

The development of Ludo Nusantara represents an innovative approach to teaching cultural diversity in elementary education. By transforming learning into an engaging game experience, it addresses the challenge of making abstract cultural concepts accessible and meaningful to young learners. Research indicates that such game-based learning media can significantly enhance students' understanding and appreciation of Indonesia's cultural diversity. For effective implementation, educators should consider carefully integrating the game within broader teaching strategies, combining it with other learning activities, and developing appropriate assessment methods to evaluate its impact on students' learning outcomes.

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