



Development of Gamification-Based Story Learning E-Book to Improve Simple Sentence Writing Skills in Grade Two Elementary School Students

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Abstract: This study aims to design, assess the feasibility, and evaluate the effectiveness of a gamification-based e-book for story learning to enhance simple sentence writing skills among second-grade students at SDN Tawangmas 01 Semarang. The study employed a Research and Development (R&D) approach, adapting the Borg and Gall model into eight stages. The research instruments included validation sheets for media and material experts, teacher and student questionnaires, and pretest–posttest writing assessments to measure students’ simple sentence writing skills. The data were analyzed using descriptive statistics to determine feasibility and user responses, while effectiveness was examined using a paired-samples t-test and normalized gain (N-gain) analysis. The findings indicate that the gamification-based e-book achieved high feasibility ratings, with scores of 93.75% from media experts and 96.24% from subject matter experts. Positive responses were also obtained from teachers (81.53%) and students (94.44%). Furthermore, the e-book was effective in improving students’ simple sentence writing skills, as evidenced by a statistically significant result ($p < 0.05$) and an increase in mean scores from 48.77 (pretest) to 77.72 (posttest). The N-gain value of 0.5277 (52.77%) falls within the moderate category. In conclusion, the gamification-based story learning e-book represents an innovative instructional medium that supports Indonesian language learning and enhances elementary students’ foundational literacy skills.

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Introduction

Indonesian language learning in elementary schools has a strategic role in strengthening students’ basic literacy abilities, particularly reading and writing skills (Suparlan, 2024). Literacy is considered an essential competence that must be mastered and applied by students in the era of disruption, as it supports their readiness to face digital transformation in the 21st century (Kemendikbudristek, 2023). From past to present, reading and writing have remained the core components of literacy skills (U. Hasanah & Silitonga, 2020).

Skills are essentially acquired through learning processes, practice, and experience. Likewise, language skills will continue to develop and become more refined through frequent practice and learning activities (Yemima Heginta Br Tarigan et al., 2023). Literacy skills are highly needed in learning activities, especially in subjects that require strong reading and writing abilities, such as Indonesian language instruction (Mufid & Doyin, 2017). These two literacy activities are closely related as forms of communication, as reading habits cannot function optimally without being accompanied by writing habits, and vice versa (Sismulyasih



Sb, 2018). Reading and writing skills are basic competencies for students and are used in composing correct, simple sentences. (Astuti & Mustadi, 2022) state that writing skills are a form of language ability used to convey messages or communicate indirectly without face-to-face interaction. Therefore, language skills—particularly writing skills—are crucial competencies that must be mastered by students from the elementary school level.

Teaching materials refer to all forms of learning content, including information and texts, that are systematically organized (Dafit & Mustika, 2021). Teaching materials are used in the learning process as references for planning and reviewing the implementation of learning activities. (Faizi et al., 2024) define teaching materials as instructional tools for teachers that contain content up to the evaluation stage, designed in various formats based on learning objectives. According to (K. D. Hasanah et al., 2024) teaching materials can be classified into two types: printed and non-printed materials. One example of non-print interactive teaching materials is e-books. E-books, or electronic books, are digital versions of books that can be accessed through various electronic devices, such as computers, tablets, and smartphones (Magdalena et al., 2020).

An e-book is a book programmed into a computer or digital device, enabling the visualization of abstract material into visual forms and even animations. This facilitates students' understanding of the material and can increase their interest and attention during the learning process (Hanikah et al., 2022). In addition, e-books offer flexible access to learning materials, enabling students to study anytime and anywhere without spatial and temporal limitations (Br et al., 2021). (Srisuk et al., 2024) Stories used in learning not only function as teaching aids but also serve as a means to build learning interest, stimulate emotions, and foster students' imagination. Story learning is not merely an engaging teaching strategy but also a holistic approach that supports meaningful learning and the comprehensive development of students' character.

Meanwhile, gamification is an approach that utilizes game elements to increase motivation, active participation, and outcomes in various fields, including education. Its main purpose is to encourage motivation, engagement, and user participation through more enjoyable and appealing approaches (Waskitojati, 2023). Gamification commonly involves elements such as points, levels, challenges, rewards, and leaderboards, which are designed to create more interactive and engaging learning environments (Marisa et al., 2022).

Field observations show that early grade students' skills in constructing simple sentences are still at a low level. This condition is influenced by the limited availability of interactive digital teaching materials, low student activity in the learning process, and learning that is still dominated by conventional learning resources (Pammu, 2021). In learning practice, teaching materials play an important role as one of the elements that support the effectiveness of the teaching and learning process.

Various studies have identified the positive impact of using media and innovative approaches on the development of students' literacy skills. Research conducted by (Rahmawati, 2019) shows that the use of E-Book Story media has been proven effective in increasing students' interest in reading. Meanwhile, (Khoirunisa, 2024) found that the application of learning with a gamification approach is very effective in improving students' learning abilities. These findings indicate that digital-based teaching materials combined with gamification have the potential to enhance students' skills and engagement in learning. However, research that specifically integrates story-based learning through e-books with a gamification approach to improve simple sentence writing skills in elementary schools is still limited. Addressing this gap is important because interactive e-books offer significant



advantages over static e-books by integrating multimedia elements and gamification activities that actively engage students in the learning process. These interactive features can increase student attention, stimulate curiosity, and support cognitive development by encouraging active participation and providing instant feedback during learning activities. Therefore, interactive e-book-based learning has the potential to create a more engaging and effective learning environment for developing students' basic writing skills.

Observations and interviews conducted in grade II of Tawangmas 01 Public Elementary School in Semarang showed that most students still did not meet the Learning Objective Achievement Criteria (KKTP) standards in simple sentence writing. Students had difficulty constructing sentences correctly and coherently, which resulted in low Indonesian language learning outcomes. Furthermore, the teaching materials currently used have not fully supported independent learning and are less suitable for lower-grade students who require contextual, visual, and engaging learning experiences. Therefore, there is a need to develop digital teaching materials that integrate storytelling with interactive learning activities, such as gamification-based e-book story learning.

The objectives of this study are to develop gamification-based e-book story learning teaching materials, to examine their feasibility through expert validation, and to test their effectiveness in improving students' writing skills.

This study is expected to contribute to the field of basic education, particularly in the development of Indonesian language teaching materials. The novelty of this e-book story learning simple sentence writing is based on gamification, where game elements are integrated into the learning process through digital media. These gamification elements are presented in the form of game questions designed to increase student engagement and motivation while using the e-book, as there are levels that challenge students. In addition, the developed e-book is equipped with learning features that are systematically and structurally arranged, including materials, teaching materials, LKM, game questions, evaluation questions, and assessment rubrics. This structure supports a coherent learning flow, starting from the delivery of material, practice activities, to evaluation and assessment of learning outcomes. This makes gamification-based story learning e-books an added value in facilitating the development of students' simple sentence writing skills.

Research Method

This study applies a quantitative approach using the Research and Development (R&D) method. The development process employed a modified version of the Borg and Gall model, which was streamlined into eight phases. These phases included identifying potentials and problems, gathering relevant information, creating the product design, validating the design, making design revisions, conducting product trials, refining the product, and finally, performing implementation testing. The product developed is a gamification-based e-book story learning for learning Indonesian language material on writing simple sentences.

The research subjects consisted of 28 second-grade students at Tawangmas 01 Public Elementary School in Semarang, second-grade teachers, and validators consisting of media experts and subject matter experts. The determination of the research subjects was based on preliminary observations that showed the students' low ability to write simple sentences. The focus of the research was to test the feasibility and effectiveness of gamification-based e-book story learning media to improve simple sentence writing skills.

The data collection techniques used included observation, interviews, questionnaires, and tests. Questionnaires were used to measure the suitability of the media based on expert



assessments and feedback from teachers and students, while tests were used to measure improvements in students' writing skills before (pre-test) and after (post-test) using the teaching materials. Data analysis was conducted using a quantitative descriptive approach to evaluate the feasibility of the media and user responses, and using the N-Gain test to analyze learning outcome improvement to determine the effectiveness of the media that had been developed. Product suitability is determined based on the percentage score obtained from expert validation results. The assessment uses a Likert scale ranging from 1 to 4, where 1 = very poor, 2 = poor, 3 = good, and 4 = very good. The scores given by the validators are converted into percentages and interpreted based on the suitability criteria listed in Table 1.

$$P = \frac{\sum n}{\sum N} \times 100\%$$

Explanation:

P = Percentage sought or expected

$\sum n$ = Total score obtained

$\sum N$ = Maximum possible score

100 % = Constant number

Table 1. Eligibility criteria

Percentage	Criteria
81% - 100%	Highly Eligible
61% - 80%	Eligible
41% - 60%	Sufficiently Eligible
21% - 40%	Not Eligible
0% - 20%	Highly Not Eligible

(Waidah & Sawitri, 2020)

Meanwhile, the effectiveness of the developed teaching materials was measured using N-Gain scores based on a comparison between pretest and posttest results. Before conducting the N-Gain analysis, a normality test was performed to determine whether the data was normally distributed. The N-Gain results were interpreted according to the criteria listed in Table 2.

$$N_{\text{Gain}} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Ideal Score} - \text{Pretest Score}}$$

Table 2. Interpretation of N-Gain values

N-Gain value	Criteria
N-Gain > 0,70	High
0,30 < N-Gain < 0,70	Moderate
N-Gain < 0,30	Low

(Sukarelawan et al., 2024)

Results and Discussion

Result

The improvement in student learning outcomes, as indicated by an N-Gain score of 52.77%, can be attributed to the application of gamification elements in e-book learning media. Gamification features such as interactive activities, challenges, and instant feedback increase student engagement and motivation during the learning process. These features are in line with the psychological characteristics of second-grade elementary school students, who tend to have short attention spans and are more responsive to visual and interactive learning experiences. As a result, gamification-based e-books create a more enjoyable

learning environment that encourages active participation and supports students in developing their simple sentence writing skills.

This improvement is also supported by the design of the developed e-book. The results of the development show that gamified e-book story learning is able to present simple sentence writing material in an interesting and easy-to-understand manner through the presentation of contextual stories that are close to the daily lives of students. This teaching material is equipped with child-friendly visual displays and gamification elements in the form of levels and points that can increase student motivation and engagement in the learning process. In addition, the availability of materials, student worksheets (LKM), evaluation questions, and assessment rubrics that are systematically arranged helps students practice composing simple sentences according to the Subject, Predicate, Object, and Complement (SPOK) structure.

Thus, the gamified e-book story learning developed is declared suitable for use as alternative teaching material in Indonesian language learning in elementary schools, especially to improve the simple sentence writing skills of lower grade students. The visualization of the developed product is presented as follows:



Figure 1. Cover of the Gamification-Based E-Book Story Learning



Figure 2. Main Menu Interface of the E-Book



Figure 3. Example of Story Learning Content



Figure 4. Example of Gamification-Based Writing Exercise



1) Expert Validation Results

Validation will involve two validators, namely subject matter experts and media experts. Subject matter experts will evaluate the suitability of content in accordance with basic competencies, while media experts will assess the presentation and appearance of the media.

Table 3. Results of Material Expert Validation

Indicator	Percentage
Content and Material Aspects	100%
E-book Story Presentation Aspects	95%
E-book Evaluation and Assessment Aspects	93,75%
Average	96,42%
Criteria	Highly Suitable

Based on Table 3, the validation results show that gamification-based e-book story learning received an average score of 96.42% with a rating of highly feasible.

Table 4. Media Expert Validation Results

Indicator	Percentage
Media Suitability Aspect of E-books	83,33%
Visual Design and Display Aspect of E-books	91,66%
Interactivity and Gamification Aspect of E-books	100%
Technical and Ease of Use Aspect of E-books	100%
Average	93,75%
Criteria	Highly Suitable

Based on the validation results listed in Table 4, it can be seen that gamification-based e-book story learning received an average feasibility score of 93.75% with a category of highly feasible. These results indicate that the learning media developed is considered suitable for use in the learning process based on the assessments of subject matter experts and media experts.

In addition, the technical aspects and ease of use received a perfect score of 100%, indicating that the developed e-book is considered very easy to operate and accessible to elementary school students. This high score suggests that the e-book interface design, navigation system, and gamification features have been well adapted to the characteristics of second-grade elementary school students. At this stage of development, students tend to prefer learning media that are visually appealing, interactive, and easy to use. Therefore, the integration of gamification elements such as interactive navigation, attractive visual design, and clear instructions plays an important role in increasing student acceptance and engagement with learning media. These findings also imply that the integration of user-friendly design and gamification features should be a key consideration for future developers of digital learning media aimed at elementary school students.

Thus, this indicates that the design of the gamification-based e-book story learning teaching materials is deemed highly feasible based on the assessment results of subject matter experts and media experts. This shows that the developed gamification-based e-book story learning is ready and feasible to be field-tested after improvements are made.

2) Product Try-Out

After receiving input from subject matter experts and media experts, the researchers revised the gamification-based story learning e-book according to the suggestions provided.



After the revision, the researchers conducted a small-scale product trial at SDN Tawangmas 01 Semarang, involving six second-grade students as respondents who were selected purposively to represent the high, medium, and low ability categories.

The implementation of this strategy aims to ensure that product testing can demonstrate effectiveness for students with varying levels of ability. In its implementation, product testing was carried out in several stages. First, students were asked to complete a pretest to measure their initial abilities before using the gamified e-book story learning teaching materials. Then, the researcher demonstrated how to use the e-book, and the students tried it together. After that, the students were asked to complete a posttest. Finally, the researcher will distribute questionnaires to teachers and students to gather feedback and assess the suitability of the product. The pretest and posttest data are then analyzed using the N-Gain formula to measure the improvement in student abilities.

Table 5. Results of Small-Scale N-Gain Trials

Pre-test Average	Post-test Average	Average Difference	N-Gain	N-Gain %
48,33	79	30,67	0,5828	58,28%

Criteria: Moderate

The results of the N-Gain test analysis on a small scale show an increase in the writing skills of second-grade students at SDN Tawangmas 01 Semarang. The use of gamification-based e-book story learning on six students obtained an N-Gain value of 0.5828 (58.28%), which is classified as moderate. This is reinforced by the fact that the average pretest score was 48.33 and the posttest score was 79, resulting in an average difference of 30.67. This shows that the gamification-based E-book story learning teaching materials developed are quite effective in the learning process. This can be proven through the assessment results provided by teachers and students of Grade II at Tawangmas 01 Public Elementary School in Semarang regarding gamification-based e-book story learning. The assessment results are as follows.

Table 6. Teacher Response Recap Results

Respondents	Teacher Response Scores												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Second Grade Teacher at Tawangmas 01 Elementary School, Semarang	4	4	5	4	5	4	4	4	4	4	4	4	4
Total Skore	54												
Percentage	83,07%												
Category	Highly Recommended												

The questionnaire results showed a total score of 54 with a percentage of 83.07%. It is known that the responses of second-grade teachers at SDN Tawangmas 01 Semarang to the gamification-based E-book story learning teaching materials were in the very feasible category.

Table 7. Recapitulation of Student Responses

Respondents	Student Response Score											
	1	2	3	4	5	6	7	8	9	10	11	12
S1	4	5	5	4	5	4	5	4	5	4	5	4
S2	5	5	5	5	4	5	4	5	4	5	4	4
S3	5	5	5	5	5	5	5	4	4	5	5	5
S4	5	5	5	4	4	4	5	5	5	5	5	5



S5	4	4	5	5	5	5	4	5	5	4	5	5
S6	5	5	5	5	5	5	5	5	5	5	5	5
Total Skore	340											
Percentage	94,44%											
Category	Highly Recommended											

Based on Table 7, which shows the results of the small-scale pilot test student response questionnaire, it is known that student responses to the use of gamification-based E-book story learning teaching materials are in the very feasible category. The results of the questionnaire completed by six students show a total score of 340 with a percentage of 94.44%.

3) Implementation Trial

At this stage, researchers will conduct large-scale usage tests to determine the extent to which the E-book story learning teaching materials based on the Gamification approach that have been developed can be effectively applied in Indonesian language learning in the “Writing Simple Sentences” material in class II of SDN Tawangmas 01 Semarang City. In this model, tests will be conducted before the use of media (pre-test) and after the use of media (post-test).

Analysis of Pretest and Posttest Results

Table 8. N-Gain results from large-scale trial use

Pre-test average	Post-test average	Average difference	N-Gain	N-Gain %
48,72	77,72	28,93	0,5277	52,77%

Criteria : Moderate

Based on the data above, the results of the N-Gain test analysis on a large scale show an increase in the writing skills of second-grade students at SDN Tawangma 01 Semarang. After implementing gamification-based E-book story learning teaching materials in the learning process, the post-test results showed an increase, with 19 students achieving mastery and 6 other students not yet meeting the KKTP. In addition, the use of gamification-based E-book story learning on 25 students was confirmed through the calculation of the average increase test, which obtained an N-Gain value of 0.5277 (52.77%), which is included in the moderate category. This is reinforced by the pretest average score of 48.72 and the posttest score of 77.72, resulting in an average difference of 28.93. The following is a diagram of the learning outcomes of second-grade students using gamification-based e-book story learning.

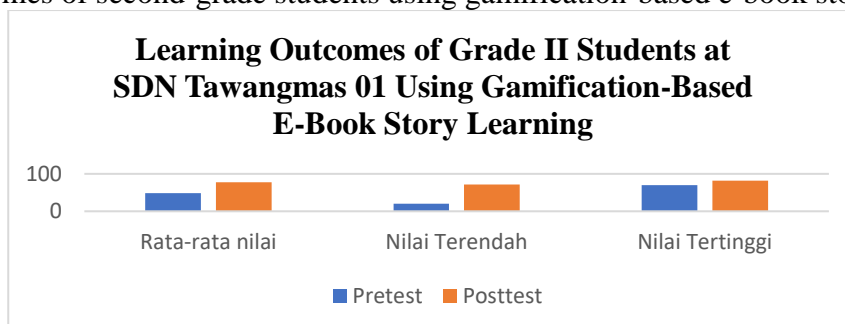


Figure 5. Learning Outcomes of Gamification-Based E-Book Story Learning Paired t-test Results

The paired sample test results show a Sig. (2-tailed) value of 0.000, which is below the 0.05 threshold. This indicates that H_0 is rejected and H_a is accepted. Therefore, it can be inferred that the students' learning outcomes before using the gamification-based e-book



story learning material (pre-test) differ significantly from their results after using it (post-test) in the large-scale trial. The mean difference value of -28.840 indicates that students' learning outcomes after using the teaching material were higher than before using the teaching material. Thus, gamification-based E-book story learning is effective for use in teaching Indonesian language material on writing simple sentences.

Discussion

Teaching materials can be defined as learning materials that are compiled comprehensively and structured based on the learning principles used in the teaching and learning process between teachers and students. Systematic teaching materials are arranged in a sequential and orderly manner so that they facilitate student (Magdalena et al., 2020). This shows that teaching materials have an important function in supporting the effectiveness of learning and the achievement of learning objectives for both teachers and students. For this reason, teachers need to be creative in designing and utilizing teaching materials so that learning objectives can be achieved optimally.

With the continuous advancement of technology, teaching materials play a role in supporting the process of delivering material to students. Broadly speaking, teaching materials are classified into two main groups, namely printed and non-printed. Non-printed teaching materials are one type that can be used in the learning process (Ritonga et al., 2022). E-books are one form of non-printed teaching materials. E-books are a type of teaching material that is developed in a structured manner and presented in digital form, with the aim of supporting the independent learning process of students without relying on the direct presence of a teacher, through the use of computers or various other electronic reading devices (Triska Aulia Fibrianti et al., 2025). In this era of modern education, e-book story learning can be optimally utilized by integrating creative and innovative learning. The use of e-book story learning can be enriched with appropriate learning strategies in creating student learning experiences. One of the materials that can be integrated into e-book story learning is simple sentences designed in the form of stories related to students' daily lives so that they are more interesting, systematic, and meaningful for students.

E-book story learning is teaching material that consists of various information features, images, and simulations that serve as a reference for readers to obtain detailed information, or in other words, to support their understanding of the available material (Anjarwati, 2023). E-book story learning has unique features that distinguish it from ordinary e-books, as it is specifically designed to facilitate understanding of the material through storytelling (Nurseptyani & Saptono, 2023). The uniqueness of e-book story learning lies in its stories, which are closely related to students' daily lives, helping readers understand the material more easily.

The findings of this study indicate that the development of gamified e-book story learning media can effectively support students in learning to write simple sentences. The integration of interactive features, visual elements, and gamification activities helps create a more engaging learning environment for second-grade elementary school students. These results imply that teachers can utilize gamification-based digital learning media as an alternative teaching tool to increase student motivation and participation in Indonesian language learning. In addition, this study provides insights for future educational media developers to integrate interactive and gamification elements in designing learning materials that are suitable for elementary school students.



Conclusion

From the analysis and discussion, it can be inferred that the gamification-based e-book story learning developed for second-grade elementary students is both appropriate and effective for Indonesian language instruction, especially in enhancing students' ability to write simple sentences within narrative texts. The product was created by adapting the Borg and Gall development model through eight phases, starting from identifying potentials and problems to conducting implementation trials. Validation from media and content experts indicated that the product met the "highly feasible" criteria, which was further supported by feasibility assessments from teachers and students during both small- and large-scale trials. The effectiveness of the product was demonstrated by an increase in student learning outcomes, with an N-Gain value of 0.53, which is in the moderate category, as well as an increase in the average score from the pretest (40.72) and posttest (77.56). This proves that gamification-based story learning e-books can increase student engagement and understanding in learning to write simple sentences.

Recommendation

Based on these conclusions, it is recommended that teachers utilize gamified e-book story learning as an alternative innovative teaching material to create more engaging and meaningful learning experiences. Schools are expected to support the provision of relevant digital teaching materials. Further research is recommended to develop similar media with broader material coverage, different grade levels, and to assess the effectiveness of media use over a longer period of time.

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