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Development of English Learning Media in Narrative Texts based on RPG Game with Pancasila Character at SMP Al-Ijtihad

Eka Uliyanti Putri Br Bangun[1]✉, Fiqih Hana Saputri[2], Dimas Aji Syah Putra[3], Ridho Anwar[4]

[1, 2, 3, 4] Prodi Teknik Informatika, Institut Teknologi dan Bisnis Bina Sarana Global, Indonesia

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ABSTRACT

Lack of learning media affects to the learning process. A variety learning media can increase student's motivation towards learning English and it is an ongoing problem. The aim of this research is to develop an English educational game that can increase the interest and understanding of students regarding narrative text material containing the character of Pancasila in English subjects. The method used is the Waterfall Method. This research used Waterfall. The results of the development of learning media were interesting, interactive and user friendly. From the results of calculating the level of feasibility. It can be concluded that the English learning media in narrative text with Pancasila characters had reached good impact and satisfactory level. In conclusion, the development of narrative text English learning media had good potential to increase students' in SMP Al-Ijtihad 2 Kutbaru interest and understanding of narrative text material in English subject.

ABSTRAK

Media pembelajaran berperan penting dalam proses pembelajaran karena media pembelajaran dapat mempengaruhi keberhasilan siswa. Media pembelajaran yang bervariasi juga dapat meningkatkan motivasi siswa terhadap pembelajaran Bahasa Inggris. Tujuan penelitian ini adalah untuk mengembangkan game edukasi Bahasa Inggris yang dapat meningkatkan minat dan pemahaman peserta didik SMP Al-Ijtihad tentang materi teks naratif bermuatan karakter Bhineka Tunggal Ika yang ada pada mata pelajaran Bahasa Inggirs. Metode yang digunakan adalah Metode *Waterfall*. Dari hasil perhitungan tingkat kelayakan dapat diketahui nilai kepuasan responden dari pengisian koesioner. Disimpulkan bahwa media pembelajaran Bahasa Inggris Teks naratif bermuatan karakter pancasila ini telah mencapai tingkat kepuasan yang baik. Secara keseluruhan, pengembangan media pembelajaran Bahasa inggris teks naratif ini memiliki potensi yang baik untuk meningkatkan minat dan pemahaman peserta didik SMP Al-Ijtihad 2 Kutabaru terhadap materi teks naratif yang ada pada mata pelajaran Bahasa Inggris.

***Corresponding Author* :**
Eka Uliyanti Putri Br Bangun
Teknik Informatika, Institut Teknologi dan Bisnis Bina Sarana Global, Indonesia
Jl. Aria Santika No.43, Margasari, Kec. Karawaci, Kota Tangerang, Banten 15113
E-mail: ekauliyantiputri@global.ac.id

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INTRODUCTION

Over the past three years, the world has encountered the Covid-19 pandemic, which has caused significant disruptions in the field of education (Dewi, 2020). Conditions that led to the learning crisis that had occurred over a long period of time. During the COVID-19 pandemic, education has undergone numerous changes to improve students' English language proficiency. One of the Junior High School in Tangerang was selected as the study subject. It is SMP Plus Al-Ijtihad. The school follows the Merdeka curriculum and English language instruction, with mandatory local language learning. The determined KKM value is 75 points. According to data on English language proficiency in Grade 8 SMP Al-Ijtihad Kuta Baru 2 concerning the narrative text material, around 40% of students obtained a passing grade in KKM (0-69), 27,5% obtained a passing grade in KKM (70–75), and approximately 32,5% obtained a passing grade in KKM (above).

The use of expressions and text is ineffective to be learned in the school. Based on the data from teachers in the school, many students feel difficult to comprehend the material. Most of students were lack of motivation to read and answer the questions from the passage. Furthermore. (Anwar et al., 2021) stated that yet we should not see them (learning resource/media) as methodologies for learning, but rather as tools to help us in whatever approaches and techniques we have chosen to use. Since media is a tool to help teacher facilitates students to get their learning process, teacher should maximize the potential of learning resource to be an optimal tool to facilitate students to learn. The use of media is really important to facilitate students to learn English (Satria & Herumurti, 2021). In that research, the use of multimedia technology, game-based learning, and interactive instructional media in education, focusing on studies evaluating their effectiveness in enhancing learning outcomes and student engagement. Since the type of media has a significant impact on students' learning motivation and academic performance, so it is important for the media to facilitate joyful learning experiences for students.

According to Heri & Helmi (2019), media serves a practical purpose in stimulating learning motivation and making abstract concepts more tangible. For instance, it can be used to illustrate the stages of EFL through visual films, transcend classroom limitations by showcasing large structures like temples, and bridge the gap in students' individual experiences. Additionally, media enables the display of objects that are otherwise too minuscule or uncommon to be directly observed. In the research from (Yuliana, 2022)Learning media have the potential to extend beyond the confines of the classroom. Numerous objects may be challenging for students to observe directly in a classroom setting due to various reasons such as distance, the object, speed, complexity. However, with appropriate media tools and resources, these objects can be effectively presented to students. Through the use of diverse learning materials, it is possible to address limitations and level out variations in students' experiences, leading to more consistent observations across the board.

English language learning is a crucial aspect of education in today's globalized world.As the Indonesian government focuses on improving students' ability in English, it is important to develop effective and engaging learning materials (Priyana, 2019). These materials should not only address language skills but also still important values, such as Pancasila, to foster well-rounded individuals. The incorporation of Role Play Game (RPG) games into English learning media can provide an immersive and interactive experience for students, making the learning process more engaging and enjoyable. By using RPG games as a platform for English learning, students can enhance their language skills through immersive storytelling and interactive gameplay (Shofa & Surjono, 2018). Moreover, incorporating the foundational principles of Pancasila into the narrative texts of RPG games can help students develop a deep understanding and strong appreciation of these core values of Indonesian society. The use of Role Play Game (RPG) allows students to immerse themselves in a virtual world where they can encounter and interact with characters and situations that embody the principles of Pancasila. Through engaging narratives and decision-making processes, students can learn to navigate various ethical and moral dilemmas, while also

honing their English language skills (Rasyid et al., 2020). By experiencing these values in a virtual setting, students are better equipped to apply them in real-life scenarios, thus fostering a holistic understanding and application of Pancasila in their daily lives.

Furthermore, the incorporation of Pancasila principles in Role Play Game (RPG) games can serve as a medium to promote discussions and critical thinking among students. As they navigate through the game's challenges and dilemmas, students can engage in reflective conversations and debates about the relevance and application of Pancasila in various contexts (Fitriasari et al., 2020). The development web based as a English learning that is also conducted by (Junita et al., 2022), in this research concluded that web-based learning media developed is feasible and effective to be used to improve student learning outcomes. This not only enhances their language skills but also helps develop a profound and analytical comprehension of Pancasila as the guiding principle for the country. These RPG-based narrative texts help students develop creativity, empathy, and problem-solving skills as they engage with diverse characters and storylines. Role Play Game (RPG) offer a multi-dimensional learning experience that goes beyond traditional classroom settings, allowing students to develop a deeper understanding of English language and Pancasila values.

This research aims to develop English learning media in the form of narrative texts based on Role Play Game (RPG) with Pancasila character for students in junior high school. With building a English Learning Media in Narrative Texts based on Role Play Game (RPG) with Pancasila Character at SMP Plus Al-Ijtihad which provides education while playing and it can be accessed through smartphone. Researchers tried to develop and design English learning media to increase students' interest in learning, the aim was to present Narrative text based on Pancasila character learning material in an interesting way. This will include the insertion of relevant practice questions as well as an educational game. The aim was for students not only to gain a better understanding of narrative text, but also to be actively involved in the learning process through interaction with these exercises and games.

RESEARCH METHODS

To develop the English learning media, the researcher used waterfall methodology to be used in this research. Waterfall method is one of the many system development methods that is quite popular and is often used by system developers, web-based applications, information systems, but not only that SDLC waterfall can also be applied in various other software, one of which is in the development game applications (Sudarmilah & Mulyana, 2022).

The stages of the waterfall methodology are (Pawan et al., 2021):

1. Requirements Gathering: In this stage, the project team works closely with stakeholders to gather and document all requirements for the application. This includes understanding the needs and expectations of the end-users and defining specific functionalities and features that the application should have.
2. Design: Once the requirements have been gathered, the design phase begins. In this phase, the game application design is created based on the requirements gathered in the previous stage. The design phase involves creating detailed technical specifications, architecture, and system layout.
3. Development: After the design phase, the development stage begins. During this stage, the actual coding and programming of the game application are carried out based on the design specifications.
4. Testing: Once the development phase is complete, the application of RPG undergoes rigorous testing to ensure that it meets the specified requirements and functions properly. This includes conducting various types of tests, such as unit testing, integration testing, and system testing.

5. Deployment: After successful testing, the game is deployed or released to the end-users. During this stage, the game application is installed or made available to users, and any necessary training or support is provided. The final stage of the waterfall methodology is Maintenance.
6. The final stage of the waterfall methodology is Maintenance. During the maintenance stage, any necessary bug fixes, updates, or enhancements to the application are made. The waterfall methodology is a sequential and linear approach to game application of RPG development that follows a set of predefined stages.

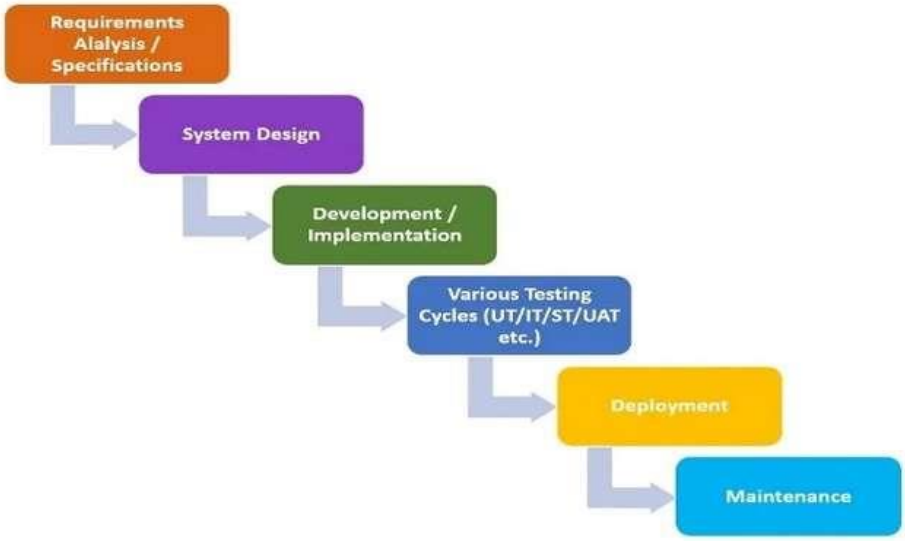

Figure 1. Waterfall Methodology
(www.ejable.com)

SMP Al-Ijtihad Kutabaru 2 is one of junior high school that was established in 2005. It has A accreditation . it was located in Tangerang regency, Kuta Baru. The School had 12 classess. The researchers conducted research in eight grade. Each class consisted of 20 students. The researcher took one class as a sample. The samples are 20 students in second grade of junior high school.

The User Requirements Final Draft Elicitation (Lim et al., 2021) is the end product of the elicitation process stages that can be used as a guide and foundation for development. Based on the third stage of elicitation, its outcome is the final draft of requirements which is expected to facilitate authors in designing systems. It outlines the specific needs and expectations of the users, serving as a roadmap for developers to create a system that meets those requirements effectively (Huang et al., 2010).

Table 1. Functional Elicitation

Functional	
Analysis Requirements	
No	**Information**
1	Display the main page
2	Display the game menu
3	Display the learning menu
4	Display the game area
Non Functional	
Expected Non-Functional System	
1	Easy to use by users
2	Has an attractive appearance
3	Runs on android smartphone

Tabel 2. List of Questionnaire

Questionnaires
1. The game can stimulate the interest in learning English
2. Activities in the game that contain Pancasila characters are very suitable with the lesson
3. I think the game is easy to be used
4. The game is able to increase my motivation to learn English
5. With this game, I can understand the lesson that the teacher gave
6. I enjoy the game without feeling bored
7. The activities in this game are challenging
8. I become more curious about the lesson
9. The game is interesting because it contains Pancasila Character
10.Game supports the learning process in class

RESULTS AND DISCUSSION

The Researchers had developed educational media through mobile applications with learning through play which replaces Pancasila characters materials. This educational media incorporates interactive elements that allow students to engage with the multimedia content presented. The material was designed in an entertaining manner, incorporating with the attitudes related to pancasila's value. It aimed to make the learning process more captivating and dynamic for learners. It was expected that this game application will offer substantial advantages to both teachers and students in classroom settings. The main objective of this educational media is to deliver more accessible and stimulating the English learning.

With the implementation of game that contained Pancasila characters, the students could know the values of Pancasila based on the activities that the students started until finishing the game. In the game, the researchers tried to give instructions to the students. The instructions that the students must do was students must pass the obstacles in the game. The researchers provided the obstacles in this game with providing the materials (narrative text) and some multiples choices questions that the students had to answered. The reading passaged (narrative text) was provided by the researchers are folklore. From the story of the text students could know the values from the story which was also related to Pancasila characters.

The goal of the system design is to establish a framework that allows for seamless data flow within the program. This will aid developers in understanding and simplifying system development processes (Shaikh & Abro, 2019). In this research, the researchers used activity diagram to design Unified Modelling Language (UML) which was consist of Use Case Diagram, Activity Diagram in the running system. The following is a diagrammatic illustration of the system design:

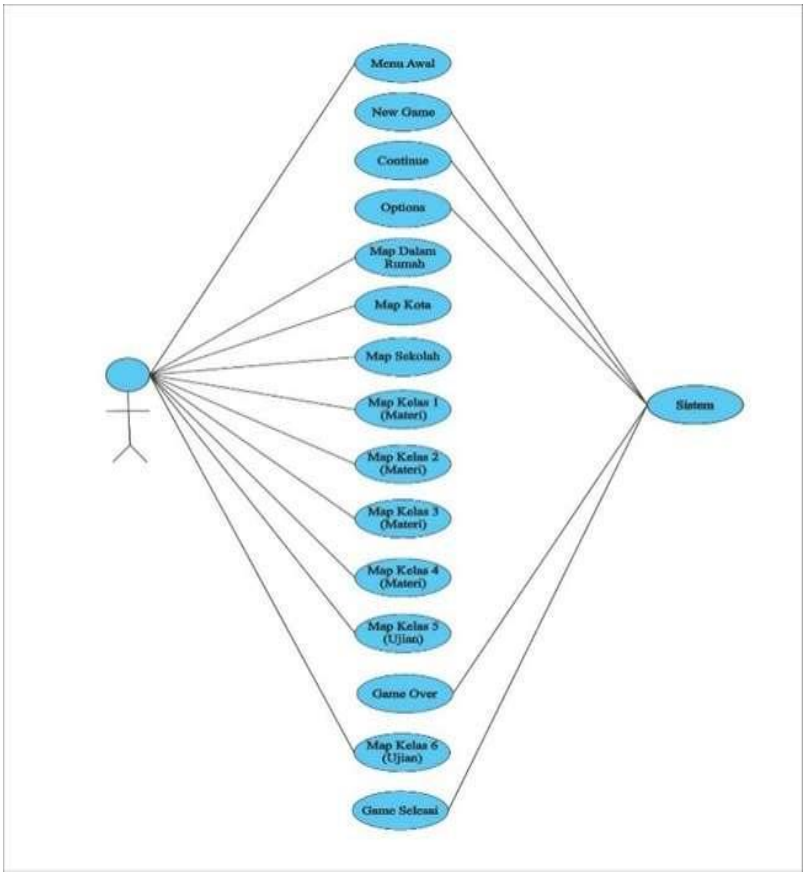

Figure 2. Use Case Diagram

The above image depicts a scenario in the use case diagram that covers the sequence of events or the flow of occurrences from beginning to end in the interaction between actors and the main use case

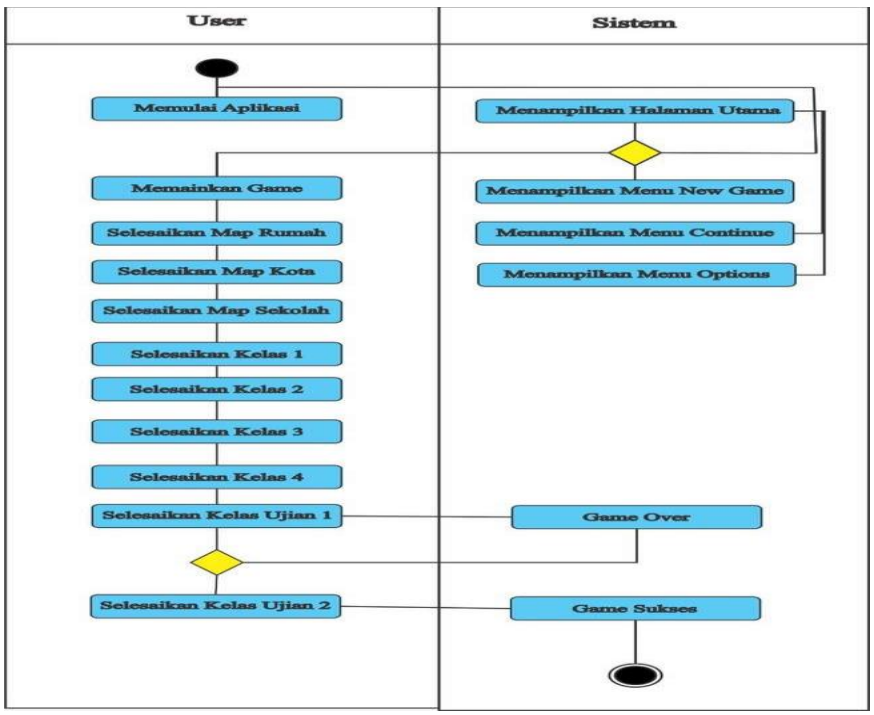

Figure 3. Activity Diagram

Activity diagram is a visual representation of the flow of activities or work processes to be executed within a system. In the above illustration, there is an entity acting as the sole user, who controls the system by initiating the application. The system will respond by displaying the initial page of the application once it has been started. In accordance with this, the user will select "Start Application," and then the system will display the chosen page for that user.

The concept of a storyboard is commonly used in the field of informatics to visually represent the sequence of events or interactions that occur within a system or interface. Storyboard is a tool used in informatics to visually represent the sequence of events or interactions within a system or interface (Kartika & Ahmad Fajri Lutfi, 2023). Storyboards provide a visual framework for designers to plan and organize the flow of information, user interactions, and functionality within a digital product or application.

The final stage of this application design involves the development of English learning media in narrative text based on RPG for 7th grade students at SMP Al-Ijtihad 2 Kutabaru Tangerang, as follows:

Figure 4. The Design of Menu

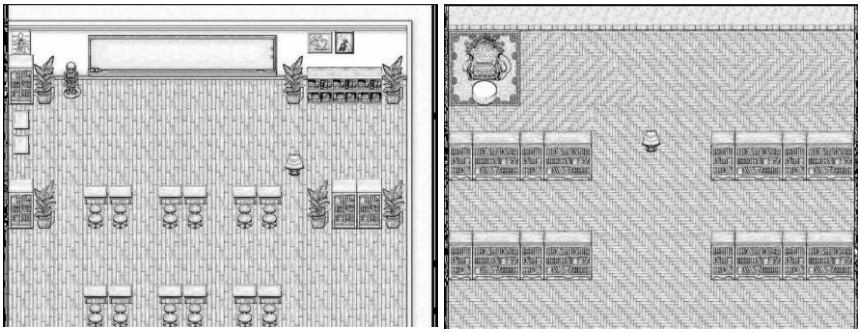

Figure 5. The Storyboard of the Display the Rooms of School

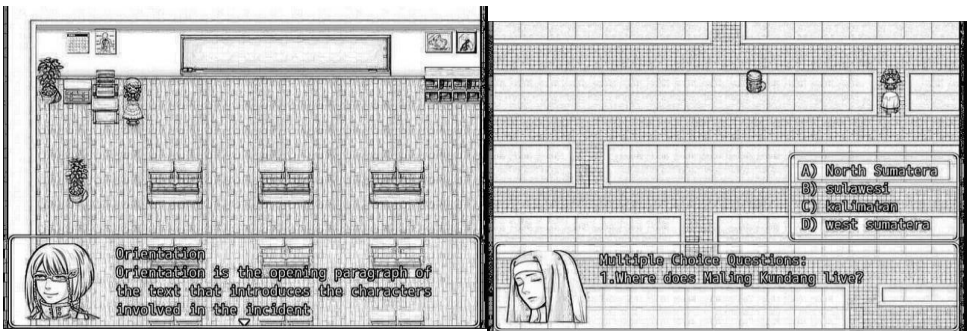

Figure 6. The Storyboard of Materials and Quiz Display

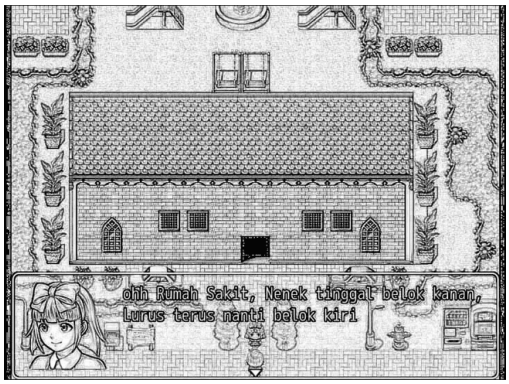

Figure 7. The Storyboard of Materials Contain Pancasila Character Display

The next phase was made application with Role Play Game (RPG) convert to android, in a nutshell the reseacers gave the results of game application with the display, as follow:

Figure 8. The Design of the Menu

Figure 9. School Rooms Displays

Figure 10. Materials and Quiz Displays

Figure 11. Materials Contain Pancasila Character Display

The results of the User Acceptance Test were tested based on questionnaires that was distributed to the respondent. User Acceptance Test utilized to acquire input from a participant or user regarding the implemented application system. This method entailed utilizing surveys as a tool for obtaining information from them. The following represented the survey data gathered from eighth grade students at SMP Al-Ijtihad 2 Kutabaru during the User Acceptance Test process.

1. Analysis of question 1 is the total score of 20 respondents for the first question is 73. The average score is 73/20 = 3.65. The percentage value is 3.65/5 x 100 = 74%.
2. Analysis of question 2 is the total score of 20 respondents for the first question is 80. The average score is 80/20 = 4. The percentage value is 4/5 x 100 = 80%.
3. Analysis of question 2 is the total score of 20 respondents for the first question is 80. The average score is 80/20 = 4. The percentage value is 4/5 x 100 = 80%.
4. Analysis of question 4 is the total score of 20 respondents for the first question is 99. The average score is 99/20 = 4.55. The percentage value is 4.95/5 x 100 = 99%.
5. Analysis of question 5 is the total score of 20 respondents for the first question is 81. The average score is 81/20 = 4.05. The percentage value is 4.05/5 x 100 = 81%.
6. Analysis of question 6 is the total score of 20 respondents for the first question is 90. The average score is 90/20 = 0.9. The percentage value is 0.9/5 x 100 = 90%.
7. Analysis of question 7 is the total score of 20 respondents for the first question is 81. The average score is 81/20 = 4.05. The percentage value is 4.05/5 x 100 = 81%.
8. Analysis of question 8 is the total score of 20 respondents for the first question is 80. The average score is 80/20 = 4. The percentage value is 4/5 x 100 = 80%.
9. Analysis of question 9 is the total score of 20 respondents for the first question is 81. The average score is 81/20 = 4.05. The percentage value is 4.05/5 x 100 = 81%.
10. Analysis of question 10 is the total score of 20 respondents for the first question is 78. The average score is 78/20 = 3.9. The percentage value is 3.9/5 x 100 = 78%.

The results of this study are in line with research conducted by (Gamlo, 2019) , (Roohani & Heidari Vincheh, 2023) and (Satria & Herumurti, 2021) in that research showing that media develop by Game and RPG game had the integration of gaming applications into the English teaching curriculum to enhance foreign language lexical learning and EFL students were motivated to learn English. So, it can be concluded that the development of English learning media basen on RPG games had effective to build motivation for students. Additionally, this research has identified a number of limitations. The first limitation pertains to the fact that the study did not investigate learning outcomes in vocabulary and reading achievements.

CONCLUSION

Development of English Learning Media in Narrative Texts based on RPG Games with Pancasila Character at SMP Plus Al-Ijtihad has been created with a good score from questionnaire responses of 82% out of 20 respondents, indicating that this English learning media has achieved a high level of satisfaction. This result of the research potentially provides significant benefits for the learning process as educators and students at SMP Al-Ijtihad 2 Kutabaru had responded very positively to this learning media, feeling interested and enthusiastic about the new approach used in teaching. This new approach presents a different learning experience and actively engages them in the learning process. With this learning media, they feel more assisted in understanding English lesson which is narrative text in a more engaging and interactive manner, leading them to become more eager to learn and enhance their understanding of English lesson with Pancasila Character's approach.

From the calculation results, it could be concluded that this instructional media for English lesson has achieved a good level of satisfaction with its effectiveness as supporting tool for learning English with Pancasila characters. This research provided valuable insights into the effectiveness of using RPG games with Pancasila characters as a medium for teaching English narrative texts. The use of RPG games with Pancasila characters as a medium for teaching English narrative texts has shown promising results, with high levels of satisfaction and engagement among the students.

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