The Effect of the Game Based Learning Model Assisted by the Happy Reading Board (Harebo) on Students' Reading Interest

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ABSTRACT

This research is motivated by the lack of innovation in the application of reading models and media which causes a lack of interest in reading among students in learning in class IV of SD Negeri Langensari 04. The purpose of this study was to determine the defference and effect of the Game Based Learning (GBL) learning model assisted by the Happy Reading Board (HAREBO) on students' reading interest. The research method uses a quantitative approach with Collaborative and Competitive Multiplayer Games consisting of 2 classes, namely class IV students of SD Negeri Langensari 04. Data collection techniques with non-test techniques include pre-test and post-test questionnaires, observation, documentation, and interviews. The data analysis techniques used are the Independent Sample T-Test and Simple Linear Regression. The results of the study showed (1) There is a difference in the use of the GBL learning model assisted by the Happy Reading Board (HAREBO) on reading interest between the experimental class and the control class, as evidenced by the results of the Independent Sample T-Test showing a significance value of <0.001 <0.05. (2) There is an influence in the use of the GBL learning model assisted by the Happy Reading Board (HAREBO) on students' reading interest, with the results of the simple linear regression test showing a significance value of 0.001 <0.05. Based on the results of the study, it can be concluded that there is a significant difference between the experimental class and the control class, where the experimental class has an average of 80% while the control class has an average of 75%. These results indicate that the value obtained in the experimental class is higher than the control class. The use of the GBL learning model assisted by the Happy Reading Board (HAREBO) has an effect on students' reading interest by (R Square value 0.878 or 87.8%) the remaining 12.2% is influenced by other factors.

Keywords: *game based learning, happy reading board (harebo), collaborative and competitive multiplayer games*

INTRODUCTION

According to Mulia and Kurniati in Iftinany et al., (2024) the quality of education will increase if supported by the involvement of parents who play a role in providing support. Hadi (2023) in Low Reading Interest of Elementary School Children argues that the role of parents must be to get their children used to reading often. Purwanti et al., (2018) in the Literacy Journal to Improve Students' Scientific Information Search Skills argues that the library as part of the school also plays a very important role in supporting lifelong learning programs. According to Aunurrahman in Rizqi & Hawa, (2023) the role of teachers as educators must of course work together with various parties, especially as a bridge between parents and schools in implementing learning models. The use of relevant models in learning will greatly influence the intelligence of each child. The quality of children's reading greatly influences their success in learning and their lives. In order for students to have an interest in reading, teachers try to arouse the desire to read, for example by linking reading with students' ideals so that learning is enjoyable.

The reading interest indicators used by researchers refer to the indicators from Hariss and Sipay Rebecca, the indicators of which were developed by researchers and are oriented to opinions in Nursalina & Tri Esti Budiningsih (2014) aspects of reading interest in children include: 1) Aspect of awareness of the benefits of reading, namely how far the subject realizes, knows, and understands the benefits of reading

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books, 2) Aspect of attention to reading books, namely how much attention and interest the subject has in reading books, 3) Aspect of pleasure, namely how much the subject enjoys the activity of reading books, 4) Aspect of frequency of reading books, namely how often the subject reads books. The following are details of the average reading interest of class IV A and class IV B students of SD Negeri Langensari 04.

Table 1. Student Reading Interest Data

Class Percentage	Indicator				
	Awareness of the Benefits of Reading	Interest in Reading	The Joy of Reading	Reading Frequency	Total
IV A	75%	83,3%	72,2%	75,9%	76,6%
IV B	72,2%	77,7%	65,2%	70,3%	71,35%
Amount	147,2%	161%	137,4%	146,2%	147,95%
Average	73,6%	80,5%	68,7%	73,1%	73,97%

Based on the results of the questionnaire data above, it shows that the indicators of awareness of the benefits of reading reached 75%, interest in reading reached 83.3%, pleasure in reading reached 72.2%, frequency of reading reached 75.9%, and on average each class showed 76.6% for class IV A and 71.35% for class IV B. So that the average reading interest of students in class IV of SD Langensari 04 is 73.97% and is included in the fairly good category so that efforts are needed so that students' reading interest becomes good. It can be concluded that the average of class IVA is higher than class IV B so that the researcher determines class IVA as the control class and class IV B with a lower average as the experimental class.

To find out the results of the implementation of the GBL model assisted by the Happy Reading Board (HAREBO), the researcher also distributed a reading interest questionnaire to students containing 4 indicators during the learning process for 3 treatments. The results of the student reading interest questionnaire showed that the average reading interest of students in SD Negeri Langensari 04 class IVA was 75.73% and in class IVB was 80%, resulting in an average of 77.8%. There was an increase in reading interest in class IV B (experimental class). The following are the details of the average reading interest questionnaire for class IV students of SD Negeri Langensari 04.

Table 2. Results of the Student Reading Interest Questionnaire

Class	The Meeting of	Score	Percentage (%)	Criteria
Class IV A of Langensari 04 Elementary School (Control Class)	1	135	75%	Good
	2	135	75%	Good
	3	139	77,2%	Good
Average	75,73% (Good)			
Class IV B SD Negeri Langensari 04 (Experimental Class)	1	125	69,4%	Good
	2	145	80,5%	Good
	3	163	90,5%	Excellent
Average	80% (Good)			

Meanwhile, based on observations that have been observed based on 4 indicators of students reading interest, it was found that after 3 treatments, the level of students' reading interest increased. The following is a breakdown of the average reading interest of fourth grade students of SD Negeri Langensari 04.
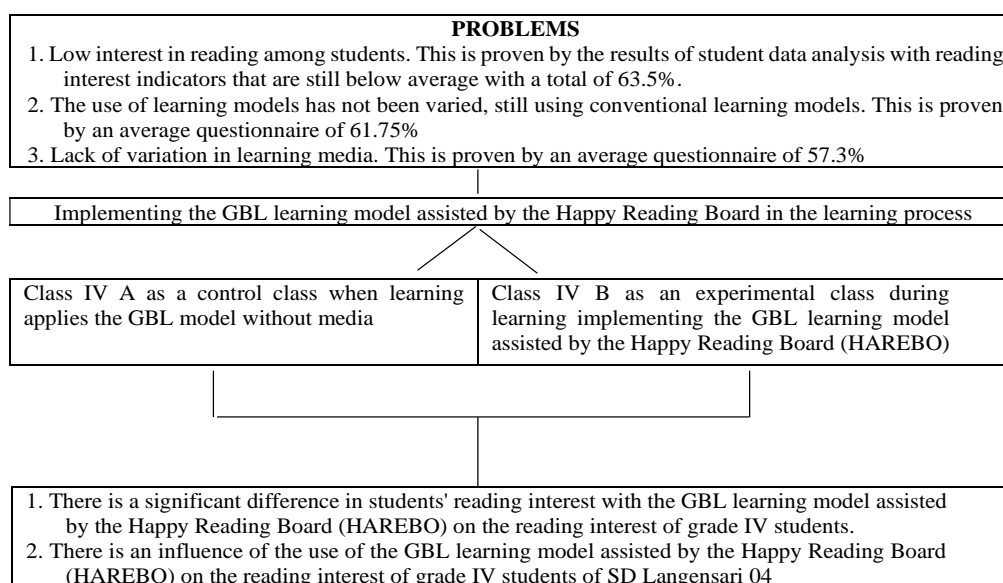
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Table 3. Reading Interest Observation Results

Class	The Meeting of	Percentage (%)	Criteria
Class IV A of Langensari 04 Elementary School (Control Class)	1	80%	Good
	2	82%	Good
	3	83%	Good
Average		81,6% (Good)	
Class IV B SD Negeri Langensari 04 (Experimental Class)	1	78%	Good
	2	82%	Good
	3	89%	Good
Average		83% (Good)	

The results of the observation sheet of students reading interest show that the average reading interest of class IV A students of SD Langensari 04 is 81.6% and class IV B students of SD Langensari 04 is 83%, thus obtaining an average of 82.3%. Based on the results of the observations that have been carried out, it is known that the achievement of 4 indicators of students' reading interest, class IV B experienced a significant increase in reading interest. Fauzi et al., (2024) argue that boredom often makes students dislike reading. GBL is a model that applies games in presenting material to create a relaxed but serious condition that allows students to enjoy learning with pleasure.

Happy Reading Board (HAREBO) is an interesting media that can be made by yourself with basic materials of plywood and folded paper. The use of Happy Reading Board (HAREBO) is necessary because it makes students interested in reading. During the learning process, the media not only functions for teachers to attract students' attention but allows teachers to convey materials and messages to the students themselves. The following is the framework of thinking in this research.

Figure 1. Thinking Framework

PROBLEMS
1. Low interest in reading among students. This is proven by the results of student data analysis with reading interest indicators that are still below average with a total of 63.5%.
2. The use of learning models has not been varied, still using conventional learning models. This is proven by an average questionnaire of 61.75%
3. Lack of variation in learning media. This is proven by an average questionnaire of 57.3%

Implementing the GBL learning model assisted by the Happy Reading Board in the learning process

Class IV A as a control class when learning applies the GBL model without media	Class IV B as an experimental class during learning implementing the GBL learning model assisted by the Happy Reading Board (HAREBO)

1. There is a significant difference in students' reading interest with the GBL learning model assisted by the Happy Reading Board (HAREBO) on the reading interest of grade IV students.
2. There is an influence of the use of the GBL learning model assisted by the Happy Reading Board (HAREBO) on the reading interest of grade IV students of SD Langensari 04

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Based on the description above, the purpose of the research conducted was to determine the differences and effects of the GBL model assisted by the Happy Reading Board (HAREBO) Media on students' reading interest.

LITERATURE REVIEW
Game Based Learning (GBL) Learning Model

According to Ilma Nur Azizah in Hermawan, (2024) GBL is a learning model that applies a game to help students in learning as an alternative that is expected to be a solution to these problems. Games have great potential in building motivation. Kusniati (2022) has conducted research on the importance of using a fun learning model, namely game-based learning in learning. So that students feel like they are not learning through games. So it can be concluded that the GBL learning model is a learning model that emphasizes more on the active involvement of students through educational games that are designed to increase motivation, participation, interest in a fun and interactive way so that fun and non-boring learning conditions are created and finally the expected learning outcomes are achieved, namely increasing interest in reading.

Game Based Learning (GBL) Learning Model Steps

In every learning there are steps that are applied from beginning to end systematically. The learning steps according to Samudera, (2020) are as follows:

Table 4. *Sintaks Game Based Learning*

Phase	Teacher Behavior
Phase 1 Choosing games according to topic	In this step, the teacher chooses a game that will be used in the learning process that is in accordance with the topic of the material to be taught. Because the more appropriate the game chosen and attracts the attention of students, the better the interest in learning that will be obtained.
Phase 2 Explanation of the concept	In this step, the teacher will deliver the material as an introduction to the students so that they can better understand the core material that will be used as game material. In addition, in this step, the teacher provides an explanation of the game that will be played and the students listen to the teacher's explanation (concentration).
Phase 3 Explaining the Rules of the Game	In this step, the teacher will explain the rules that students must obey during the game and the technical aspects of playing the game.
Phase 4 Playing the game	In this step, students will play games with media provided by the teacher beforehand, all students are involved in the game.
Phase 5 Summarizing knowledge	After the game is finished, students will summarize the knowledge or write down some important points that were further explained by the teacher during the game.
Phase 6 Conducting reflection	Students will reflect on the learning outcomes that have been delivered.

Learning activities that are in accordance with the syntax of the GBL model provide better opportunities for students to actively participate individually or in groups in implementing learning. Anjani in the journal Redy Winatha & Made Dedy Setiawan, (2020) said that GBL is very effective if it is truly applied in learning because it has an important role in influencing student motivation, and is able to make students feel happy, more enthusiastic, challenged, and establish cooperation between friends.

Advantages and Disadvantages of the GBL Model
Advantages of the GBL Model

Sri Wahyuning in Siregar, (2023) mentioned the advantages of GBL, namely enabling active learning, increasing student interest and involvement, and fast feedback. In addition, high student involvement in solving problems in the game will train students' critical thinking skills, have a positive impact on students' academic achievement, improve problem-solving skills and student learning motivation, more interactive and enjoyable learning. Likewise, in some cases, games can build dialogue and break down socio-cultural barriers.

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Games can eliminate boredom in learning, because learning is done by playing, and can improve various skills acquired by students through GBL.

From this opinion, it can be concluded that the advantages of the GBL model are increasing cooperation between teams, increasing students' interest in reading, and making students enthusiastic about learning.

Disadvantages of the GBL Model

Cinta et al., (2021) said that the disadvantages of GBL are that it is complex and time-consuming to create. GBL creates a classroom atmosphere that is too active and noisy.

So it can be concluded that the weakness of this GBL type model is that it is not conducive to learning because it is noisy, difficult for students who need more attention, not all subjects can use games, and in terms of time it must take quite a lot of time. In some cases, this can be a challenge in learning with limited time.

Media Happy Reading Board (HAREBO)

According to Sanaky in Meling et al., (2019) learning media is a functional tool that can be used to convey learning messages. Ayuba in the journal I. T. M. Pratiwi & Meilani, (2018) stated that learning media that can motivate students in implementing learning is by utilizing according to student needs and can encourage students in learning, so that the learning outcomes obtained can increase.

Happy Reading Board (HAREBO) media is a media made of a plywood board decorated in such a way. On the Happy Reading Board (HAREBO) there are various origami. Each origami contains questions that are the subject of discussion with the group. At the bottom front there is a reading pocket containing short pieces of discussion of material on certain subject matter which in this study is Indonesian. The middle or core of the Happy Reading Board (HAREBO) contains paper containing questions related to certain subject matter which is packaged in a modern and creative way so that it is expected to attract students' interest in reading. Happy Reading Board (HAREBO) comes from the intention of a board that is packaged attractively to increase interest in reading but still contains colorful learning materials and in the form of various origami that are attached to the reading board. Happy Reading Board (HAREBO) has the main goal of making students more fond of reading activities.

Figure 2. *Happy Reading Board* (HAREBO)

Benefits of Learning Media

Hamalik in Sapriyah, (2019) stated that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even have psychological influences on students.

Advantages and Disadvantages of Happy Reading Board (HAREBO) Media

Some of the benefits of the Happy Reading Board (HAREBO) media are 1) Using affordable materials, 2) More interesting because it is packaged creatively and colorfully, 3) Not boring, 4) Can be used in several subjects, 5) Can be used for lower to higher grades, 6) Children learn to read while getting to know origami.

Some of the shortcomings of the Happy Reading Board (HAREBO) Media are 1) Still in two-dimensional form, 2) The raw material is made of paper so you have to be more careful when using the media

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so it doesn't tear, 3) If you want to change to another subject or material, you have to dismantle the contents of the Happy Reading Board (HAREBO) first.

Reading Interest

Dalman in the findings of the journal Prawiyogi et al., (2021) argues that reading interest is an activity carried out with great perseverance in order to build a communication pattern with oneself to find the meaning of writing and find information to develop intellectuality which is carried out with full awareness and a feeling of pleasure that arises from within oneself. Interest is a psychological aspect of a person that appears in several symptoms, such as passion, desire, feelings of liking to do something.

In understanding reading interest, it can be concluded that reading interest is a feeling of pleasure when carrying out reading activities from within oneself.

Factors That Influence Interest in Reading

Factors regarding reading interest according to Banowati et al., (2023) include 1) Children's abilities: This is one of the internal factors (originating from within themselves) which includes children's intelligence, ability to focus attention, motivation to persevere in reading, reading habits and children's health, laziness that some students have, and lack of understanding of the importance of reading. If these internal factors are handled properly, children's interest in reading will definitely increase. 2) Teaching Aids, Facilities, and Infrastructure: This is an external factor (outside the student) which includes such as a makeshift library, outdated reading materials, some of which are even unusable so that they do not attract interest, low encouragement from teachers in carrying out literacy habits, no encouragement from parents who prefer to watch television than read, parents who do not provide facilities due to poor economic conditions, for example there are no reading books at home, and no parental attention to children's interest in reading. Most parents are more focused on learning outcomes.

METHOD

Quantitative research is research that is used to test hypotheses using accurate statistical tests. Meanwhile, Collaborative and Competitive Multiplayer Games refer to the use of games that involve interaction between players, both cooperatively (collaborative) and competitively (competitive), to support the learning process to achieve common goals. According to Sugiyono in Prawiyogi et al., (2021) a questionnaire is a sampling technique carried out by providing a set of written questions or statements to respondents to answer. Researchers use closed questionnaires, namely questionnaires that are made based on the available alternative answers. In this study, researchers selected a group of subjects from a certain population, conducted a pretest, then provided treatment by applying the GBL model assisted by the Happy Reading Board (HAREBO), and finally ended with a post-test which aims to measure differences and determine the effect of the results of increasing students' reading interest from the treatment that has been given. (Amin et al., 2023) said that population can be interpreted as all elements in the study. In this study, the population was all fourth-grade students of SD Langensari 04 in the 2024/2025 academic year.

(Amin et al., 2023) said that a sample is simply defined as a part of a population that is the actual source of data in a study. In other words, a sample is a portion of a population to represent the entire population. The research sample was 36 fourth grade students of SD Langensari 04. Class IV A consists of 18 students. While class IV B consists of 18 students. In this study, the researcher wanted to find out the differences in students' reading interests, so the researcher took samples using purposive sampling. Purposive sampling is a deliberate sampling technique based on certain considerations that are relevant to the research objectives. In this study, the dependent variable is students' reading interest. Therefore, the independent variable in this study is the GBL learning model assisted by the Happy Reading Board (HAREBO). Data collection techniques in this study were Tests (Pretest and Posttest) and Non-Tests (observation, interviews, questionnaires, and documentation). The test technique was carried out on grade 4 students twice, namely before treatment

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(pretest) and after treatment (posttest). The written test instrument was a questionnaire. Through observation and questionnaires to observe students' reading interests and the implementation of learning activities during treatment. In addition, documentation was also carried out to strengthen the research results that had been carried out.

RESULTS AND DISCUSSION

The researchers distributed several questionnaires that were tested to fourth grade students. The following are the results of the validity of the reading interest questionnaire.

Table 5. Validity Test of Trial Questions

No.	Sig. Value	Corrected Item-Total Correlation	Information
1.	<0,001	0,712	Valid / High
2.	0,002	0,669	Valid / High
3.	0,026	0,522	Valid / Enough
4.	0,006	0,616	Valid / High
5.	0,019	0,546	Valid / Enough
6.	0,026	0,522	Valid / Enough
7.	0,002	0,669	Valid / High
8.	0,019	0,546	Valid / Enough
9.	0,005	0.633	Valid / High
10.	0,00	0,712	Valid / High

Based on the validity test table, the students who worked on it were 18 fourth grade students. Based on the significance level using 5% if the number of students is 18 children, then the r table is 0.378. The requirement is that r is greater than r table, then the questionnaire is declared valid. From the test of 18 questionnaires, all were declared valid, namely, question 1 (0.712 > 0.378), question 2 (0.669 > 0.378), question 3 (0.522 > 0.378), question 4 (0.616 > 0.378), question 5 (0.546 > 0.378), question 6 (0.522 > 0.378), question 7 (0.669 > 0.378), question 8 (0.546 > 0.378), question 9 (0.633 > 0.378), and question 10 (0.712 > 0.378). The following are the results of the discriminatory power test of the reading interest questionnaire.

Table 6. Discriminatory Power Test

No.	Corrected Item-Total Correlation	Information
1.	0,609	Good
2.	0,551	Good
3.	0,604	Good
4.	0,737	Excellent
5.	0,529	Good
6.	0,378	Enough
7.	0,784	Excellent
8.	0,582	Good
9.	0,529	Good
10.	0,744	Excellent

After analyzing the discriminatory power of the statements, 10 (ten) statements were found to have very good, good, and sufficient discriminatory power when evaluating the test as a whole. In the very good category, there are questions number 4, 7 and 10. In the good category, there are questions number 1, 2, 3, 5, 8, and 9. While the sufficient category contains question number 6.

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To determine the validity of the questionnaire, a normality test was conducted. The following are the results of the normality test of this study.

Table 7. Normality Test

| | | Tests of Normality | | | | | |
| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pretest A (Control)	,205	10	,200[*]	,929	10	,436
	Posttest A (Control)	,230	10	,143	,933	10	,479
	Pretest B (Eksperiment)	,227	10	,155	,916	10	,328
	Posttest B (Eksperiment)	,166	10	,200[*]	,902	10	,228

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the Shapiro-Wik normality test data, the following conclusions can be drawn:
1. The pretest of the control class has a significant value of 0.436> 0.05, so it can be said that the data is normal.
2. The pretest of the experimental class has a significant value of 0.328> 0.05, so it can be said that the data is normal.
3. The posttest of the control class has a significant value of 0.479> 0.05, so it can be said that the data is normal.
4. The posttest of the experimental class has a significant value of 0.228> 0.05. So it can be said that the data is normal.

To find out whether the data studied by the researcher is homogeneous or not, a homogeneity test is carried out. The following are the results of the homogeneity test for this study.

Table 8. Homogeneity Test

	Levene Statistic	Df I	Df 2	Sig	Information
Pretest	0,022	1	18	0,884	Homogen
Posttest	0,027	1	18	0,871	Homogen

According to the results of the homogeneity test of students' reading interest that has been carried out, it shows that by looking at the level of significance, the posttest value of the control class has a significant value of 0.884> 0.05. For the results of the posttest of the experimental class, it has a significant value of 0.871> 0.05. So it can be concluded that the homogeneity test of the experimental class and the control class can be accepted and has the same variant (homogeneous). To measure the average difference in students' reading interest, the Independent Sample T-Test was used with the following results.

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Table 9. Independent Sample T-Test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
| | | | | | | Significance | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	T	Df	One-Tailed p	Two-Tailed p	Mean Difference	Std. Error Difference	Lower	Upper
Student Reading Interest Results	Equal variances assumed	,022	,884	-5,522	18	<,001	<,001	-2,400	,435	-3,313	-1,487
	Equal variances not assumed			-5,522	16,671	<,001	<,001	-2,400	,435	-3,318	-1,482

The table above shows that the sig count value <0.001 <0.05, so H0 is rejected and Ha is accepted. Therefore, from these results it can be said that the experimental class and control class have different results from the use of the GBL model assisted by the Happy Reading Board (HAREBO) on the reading interest of elementary school students in grade IV. This is in line with research conducted by Wildah Rahayu (2024) in the Implementation of GBL for grade III students at SDN Plamongansari 02 Semarang. Learning using interactive media based on GBL has proven to be effective. The results of this study can be concluded, by implementing the GBL model in learning, it can provide opportunities for students to actively discuss with each other, motivate the desire to read, complete assignments with reading themes, and feel the benefits of more frequent reading intensity in an interesting way. Thus, it can be concluded that there is a difference in students' reading interest after implementing the GBL model assisted by the Happy Reading Board (HAREBO) in the learning process.

Table 10. Simple Linear Regression Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,937a	,878	,863	,305

a. Predictors: (Constant), Minat

To find out the results of the hypothesis test, a simple linear regression test was conducted. Based on the results of the regression test output, a sig value of 0.001 <0.05 was obtained, meaning that the hypothesis was accepted. So it can be said that there is a significant influence on the reading interest of the experimental and control classes as evidenced by the results of the regression test. So that in the reading interest variable, it can be concluded that there is an influence of the use of the GBL model assisted by the Happy Reading Board (HAREBO) on students' reading interest (R Square value of 0.878, it can be concluded that the influence of the Independent Variable on the Dependent Variable is 87.8%. the remaining 12.2% is influenced by other factors. The following are the results of ANOVA to determine the effect of the GBL Model assisted by the Happy Reading Board (HAREBO).

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Tabel 11. GBL Influence Anova Aided by Happy Reading Board

ANOVAª

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	5,357	1	5,357	57,692	,001
Residual	,743	8	,093		
Total	6,100	9			

a. Dependent Variable: results
b. Predictors: (Constant), interest

Based on the Anova table, the significant value is 0.001 <0.05. So it can be concluded that there is an influence in the application of the Game Based Learning model assisted by the Happy Reading Board (HAREBO) media (X) on students' reading interest (Y). The following are the results of teacher interviews during the research.

CONCLUSIONS AND RECOMMENDATION

Based on the discussion presented in Chapter IV, it can be concluded that the data analysis and discussion on the Influence of the GBL Model Assisted by the Happy Reading Board (HAREBO) on Students' Reading Interests, namely:

1. There is a difference in the use of the GBL model assisted by the Happy Reading Board (HAREBO) on students' reading interest. This can be proven by the results of the Independent Sample T-Test with a value of <0.05, namely <0.001. So it can be concluded that there is a difference between the experimental class and the control class where the experimental class has an average of 80% greater than the control class, namely 75.73%.

2. There is an influence of the GBL model assisted by the Happy Reading Board (HAREBO) on students' reading interest. This can be proven by the results of the Simple Linear Regression Test with a sig value of less than 0.05, namely 0.001. So that in the reading interest variable, it can be concluded that there is an influence of the GBL model assisted by the Happy Reading Board (HAREBO) on students' reading interest of (R Square Value 0.878 or 87.8%).

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