

## IMPLEMENTATION OF MOBILE LEGENDS EDU STRATEGY AS A LEARNING MEDIA ON GLOBALIZATION MATERIAL AT JUNIOR HIGH SCHOOL LEVEL

Dhinar Mawanti Sauca<sup>1\*</sup>, Deny Yudo Wahyudi<sup>2</sup>, Sumariyani<sup>3</sup>

<sup>1,2</sup>Program Studi PPG, Pascasarjana, Universitas Negeri Malang, Malang, Indonesia

<sup>3</sup>SMPN 19 Malang, Malang, Indonesia

\*Corresponding Address: [dhinar.mawanti.2431749@students.um.ac.id](mailto:dhinar.mawanti.2431749@students.um.ac.id)

### ARTICLE INFO

**Article history:**

Received: January 20, 2025

Accepted: April 20, 2025

Published: May 07, 2025

**Keywords:**

Learning Media: Mobile

Legends Edu Strategy;

### ABSTRACT

This study aims to determine the results of the implementation of the "Mobile Legends Edu Strategy" learning media in the subject of social studies on globalization material. Data were collected through media expert assessment sheets, class teacher assessment questionnaires, student learning test results as quantitative data, and interviews with teachers and students as qualitative data. The techniques used in the collection included questionnaires and documentation. The discussion shows that the "Mobile Legends Edu Strategy" learning media has proven feasible and effective in improving the social studies learning process, with an 88% eligibility level. The aspect of media appeal obtained 89%, the element of media ease 80%, and the aspect of material suitability 85%. This media was also evaluated to improve the clarity of the display, expand the question bank, add learning resources and instructions for globalization material, and motivate students to learn and present an exciting learning experience. In conclusion, using the "Mobile Legends Edu Strategy" learning media positively impacts students' motivation to participate in learning and understanding related to globalization material. This media increases understanding and the desire to learn together or individually.

**Corresponding Author:** Dhinar Mawanti Sauca, Deny Yudo Wahyudi

Email: [dhinar.mawanti.2431749@students.um.ac.id](mailto:dhinar.mawanti.2431749@students.um.ac.id), [deny.yudo.fis@um.ac.id](mailto:deny.yudo.fis@um.ac.id)

### INTRODUCTION

Social Science Education at the Junior High School (SMP) level is important in character formation towards the social, political, cultural, and economic environment (Saputri,&Firmantika, 2024). However, it often uses a conventional learning system, lecture methods, and is only guided by printed book media (Ibrohim, A., & Pd, S., 2018). In overcoming the challenges faced, research has proven that the existence of learning media can increase student motivation and learning outcomes, as evidenced by

research (Sidi & Mukminan, 2016), which shows that using audiovisual media in social studies learning can improve student learning outcomes. In addition, research (Fitriyani, 2020). It can improve student learning outcomes. From the research above, it can be concluded that innovation in learning media can increase student learning motivation.

Education requires innovation to improve quality and quantity through learning media and facilities that can support education (Rafsanjani, A., Amelia, et al., 2024). Using appropriate learning media can provide good learning quality for students, and the material taught can be easily understood (Rohima, N., 2023). That way, learning becomes meaningful and provides valuable learning experiences for students. Various forms of innovation can be carried out by teachers in developing teaching materials, namely student worksheets, lesson plans, and learning media (Agustin et al., 2020). All of these developments are intended to achieve the goal of improving students' abilities and motivation cognitively, affectively, and psychomotorically (Fatmawati, 2021). Learning media is a link between teachers and students. Through learning media, teachers can freely organize learning and make students interested in learning in class (Anshori, S., 2018). Learning media can be in visuals, audiovisuals, and physical forms such as educational games, question cards, and teaching aids. Moreover, social studies lessons are rich in material, so they need to be packaged interestingly. In addition, students often see social studies as a lesson that frequently involves memorizing and has too much theory and teacher teaching that is still conventional (Susanto, A., 2014).

Social Sciences is a subject taught at elementary to junior high school levels. Social Studies examines events, concepts, facts, and generalizations related to social issues. Students' ignorance of social studies material makes them bored and uninterested, so their learning motivation for social studies learning decreases (Aulia, R., & Wandini, R. R., 2023). Students' motivation in social studies learning is still low, so learning achievement decreases. A creative teacher must be able to provide enthusiasm for social studies learning (Arsana, 2020). Problems that often arise in schools are learning using the lecture method, teachers as the primary source, students as listeners, and less than optimal use of media and technology in the learning process (Mariyaningsih, N., & Hidayati, M., 2018). In general, using media is beneficial for teachers in developing and deepening students' learning process. Using varied media appropriately can affect students' interests, activities, and learning motivation, affecting their learning achievement. (Tammu, 2018).

After conducting a needs analysis, based on interviews and observations at SMPN 19 Malang with subject teachers, the use of learning media is still lacking, and students often experience boredom, especially in social studies subjects on globalization material. In addition to teaching lessons in class with the lecture method, teachers also invite students to learn through video shows and textbook readings. However, the media used is still less interesting for students, so the learning process is tedious. Therefore, there needs to be innovation in learning media that is efficient, effective, interesting, and close to students' daily lives. Based on the description above, a study was conducted with the title "Development of Mobile Legends Edu Strategy Learning Media to

Increase Student Motivation at SMPN 19 Malang" the purpose of this development research is to produce a learning media product in the form of a Mobile Legends Edu Strategy game for class IX on globalization material and to determine the level of feasibility of learning media. It is hoped that social studies learning will be enjoyable and effective for students, thus providing a more comprehensive experience for all students. This development research aims to produce a learning media product in the form of a game, "Mobile Legends Edu Strategy" for grade 9 at SMPN 19 Malang, and to determine the level of feasibility of the learning media. It is hoped that social studies learning can be more interesting and compelling for students, so that it can provide a more comprehensive learning experience and be accessed by students.

## RESEARCH METHOD

This research is a research and development (R&D). The research and development method is a research method used to produce a product and test the feasibility of the product (Okpatrioka, 2023). The development model used in ML game-based learning media is the ADDIE model. This model consists of steps: analysis, design, development, implementation, and evaluation (Mulyani, S., 2023). The analysis stage analyzes the need for the development of learning media. Media development begins with the problems faced in the implementation of learning. Several analyses need to be done to determine the feasibility of the media applied in schools (Sari, B. K., 2017). The media development design stage is a learning media designed for the needs of class IX SMPN 19 Malang, which consists of 30 students. The design of this Mobile Legends Edu Strategy game-based media helps students understand learning and integrate everyday life into the game to encourage student motivation to learn. The development stage is realizing products in the form of game-based media. The Mobile Legends Edu Strategy learning media must be developed following the material and learning objectives to be applied. The Implementation stage is the stage of learning media that media and material experts have revised. The evaluation stage is to determine the feasibility of the Mobile Legends Edu Strategy game-based media used in the learning process in schools. The types of data are qualitative and quantitative. Quantitative data were collected through media expert assessment sheets, assessment questionnaires for material experts, class teachers, and student learning test results. Qualitative data in the form of information through teacher and student interviews.

Data collection techniques were carried out using questionnaires and documentation. A questionnaire is a data collection technique that gives respondents questions or written statements. A questionnaire is a written statement used to obtain respondents' information. The questionnaire was used to obtain data and information on the learning process in class IX of SMPN 19 Malang. Documentation means written goods; this technique obtains the necessary data. The documentation in this study is in the form of photos of learning activities, school profiles, and learning media used.

## RESULTS AND DISCUSSION

### 1. Analysis

#### Mobile Legends Edu Strategy Learning Media

Learning motivation is an internal or external drive for students to achieve enthusiasm in learning activities. Suciono, W. (2021) views that learning motivation can affect behavior and academic achievement. Students with high motivation can be seen from their perseverance, tenacity, and enthusiasm for learning. Meanwhile, Wurdjanti, E. (2022) states that learning motivation consists of two types, namely from within and outside themselves. Interesting learning media is an external factor in increasing student motivation, especially at the junior high school level, which is still experiencing adolescence. The importance of learning motivation is also emphasized by Nurhasanah & Sobandi (2019), who state that the role as a driver of the success of the teaching and learning process is when students are active, resistant to difficulties, open to experience, and motivated.

The development of game-based media has proven effective in increasing student learning motivation. Over the last five years, research has shown that games in learning can create a fun and interactive atmosphere (Anggraini, M. C., & Kristin, F., 2022). In line with Fikri's research, M.H., regarding the monopoly learning media to increase students' learning motivation in the material on the history of the Hindu-Buddhist kingdom. This study has succeeded in increasing learning motivation from the category of "quite good" to "very good" (Fikri, M. H. P. B. A., 2024).

### 2. Design

Developing interactive and innovative learning media has proven effective in increasing students' learning motivation. Zamani and Nurcahyo (2016) developed learning media that used computers on human fertilization material. The study results showed that the media was used to increase motivation and influenced learning outcomes in line with the research of Pamungkas et al. (2021) at SMP Negeri 4 Gunung Sugih, who developed interactive learning media using Wordwall. This media has proven effective in increasing students' learning motivation in class. (Pamungkas, Z. S., Randriwibowo, et al., 2021).

Mobile Legends: Bang Bang is a Multiplayer Online Battle Arena (MOBA) video game developed by Moonton and released in 2016. This game is designed for mobile devices and allows teams of five players each to fight to achieve goals. Its popularity is very high, especially in Indonesia, Malaysia, and the Philippines. Previous research shows that this game can affect the social interaction patterns of players. Because online game addiction can reduce tolerance and sensitivity. Therefore, researchers provide simple innovations to transform game addiction into learning while playing.

The results of media development are applied to social studies subjects, especially Globalization material, to provide understanding for students and provide high learning motivation. This media is developed using map boards and acrylic carvings.

Furthermore, researchers convert learning media using the game flow. Mobile Legends Edu Strategy is an innovation in teaching media, starting with the Mobile Legends game on smartphones/Androids.

**Figure 1. Mobile Legends Edu Strategy Learning Media**



Source: Researcher, 2025

Two groups can play this learning media according to the instructions given by the teacher. After receiving instructions from the teacher, this learning media can be used by students.

### **3. Development**

The development stage in the ADDIE model is a crucial phase in the concept and design of learning media planned in the previous stage. At this stage, "Mobile Legends Edu Strategy" is an idea and has been formed into a learning media that is implemented.

- Realization and production of physical media based on games:

In essence, this development stage is a process of making learning media. This learning media is developed using map boards and acrylic carvings. It shows that physical learning media is in the form of a board or board game. This process involves choosing materials, map board design, and the printing process.

- Conversion of game flow and material integration:

One of the innovations of this learning media is the ability to adapt the popularity of the mobile legends game into an educational context. Therefore, the researcher converted the game flow from Mobile Legends at this development stage. The mechanisms, objectives, and visual elements can be integrated and adjusted to the IPS learning flow.

- Development of materials and user guides

The media can be used effectively, and supporting materials are needed. The creation of instructions for using the media is presented, and worksheets are provided in the form of barcodes. These instructions are used so that teachers and students understand how to play the Mobile Legends Edu Strategy learning media. The worksheets provided serve to integrate learning activities and evaluate understanding during the game.

- Adjustment to learning materials and objectives

In developing learning media, adjusting to learning objectives and materials is essential. In the context of the Mobile Legends Edu Strategy, it must be well-designed to be used effectively for grade 9 students of SMPN 19 Malang. This stage involves content that aligns with the curriculum and competencies to be achieved.

#### 4. Implementation

##### Implementation of Mobile Legends Edu Strategy Learning Media

The Mobile Legends Edu Strategy learning media was tested on students to find out how students responded to the learning process and understanding of the material in the media.

Figure 2. Implementation of Learning Media



Source: Researcher, 2025

The Mobile Legends Edu Strategy research and development subjects involved 30 students in grade IX of SMP Negeri 19 Malang. The primary data was a Likert scale, the Mobile Legends Edu Strategy media evaluation score. The Mobile Legends Edu Strategy learning media product was assessed using a questionnaire containing 15 questions. All questions were divided into several aspects: display quality, content, media content, and media needs.

The Mobile Legends Edu Strategy media was held at SMPN 19 Malang. In implementing the Mobile Legends Edu Strategy learning media, students followed the instructions for using the game presented in the learning media.



Chart 1. Mobile Legends Edu Strategy Implementation Flow

Based on the Mobile Legends Edu Strategy implementation flowchart above, the researcher carries out a stage in implementing the Mobile Legends Edu Strategy learning media at SMPN 19 Malang. In the preparation stage, the researcher coordinated with the social studies teacher regarding learning in class IX. The researcher mapped the material used in the learning media based on the target. Next, in the implementation stage, the researcher introduced the Mobile Legends Edu Strategy learning media to students, and asked students to read the instructions for using the media presented as a barcode using a Smartphone. Then, students form groups and start playing the game according to the guide, working on the worksheets provided in the barcode.

Figure 2. Group photo after media implementation



Source: Researcher, 2025

This implementation stage is carried out in 1 meeting. The last stage is for students to fill out a post-implementation questionnaire survey. In addition, we also discussed the evaluation of learning activities with the supervising teacher and the supervising lecturer. Student scores were obtained by filling out the survey using the distributed questionnaire. The questionnaire has 15 questions: media appeal, ease, and material suitability. The following is a summary of the results of the product media trial.

**Table 1. Data from the Results of the Learning Media Trial**

Aspek	Skor		Percentage (%)	Category
	$\Sigma x$	$\Sigma xi$		
<b>Media Appeal Aspect</b>	534	600	89	Very feasible
<b>Material Suitability</b>	512	600	85	Very feasible
<b>Media Ease Aspect</b>	539	600	80	Very feasible
<b>Total</b>			1585	
<b>Percentage</b>			88%	
<b>Information</b>			Very Effective to Use	

*Sumber Data: Peneliti, 2025*

Based on the results obtained from the trial data in the table above, there are five indicators of questions, namely the aspect of media appeal, which describes the appeal of the media being developed. The score obtained in the appeal aspect is 534 or a percentage of 89% with a very effective category because the media design makes students interested and provides enthusiasm for learning the material presented. Regarding media ease, student assessments score 539 out of 600, which is categorized as very feasible. It can be concluded that this aspect is effortless to use, so that students can understand the material well.

The suitability of the material includes five question indicators with a score of 512

or a percentage of 85%, which is a very feasible category. The material presented on the Mobile Legends media is straightforward for students to understand. Therefore, the results explain that the Mobile Legends Edu Strategy learning media is appropriate for understanding the material. Supported by an attractive appearance, so that students are enthusiastic about following the learning process.

### 3. Evaluation

#### Revision of Mobile Legends Edu Strategy Learning Media

This revision of learning media was obtained for better learning media purposes. The Mobile Legends Edu Strategy Learning Media product has improved after being tested on grade IX students at SMPN 19 Malang. The following revisions were made as listed in Table 2.

Table 2. Revision of Mobile Legends Edu Strategy Learning Media

No	Suggestions or Revisions	Before Revision	After Revision
1	Clarity of media regarding content display, description regarding material	Presentation of images and content related to unstructured material	The display of images and content has been structured according to achievement indicators.
2	Into the concept of the material and the question bank	The question bank is too minimal, so it does not give students broad insight.	Provide broader and more questions, and adapt them to the learning objectives.
3	The concepts presented in the media are easy to understand.	Written learning media can be searched for in other learning sources.	Providing other learning resources, such as the latest news about globalization
4	The application procedures are easy to understand	Instructions for the use of the media are not yet available	Added instructions for using media

#### 4. Impact of Using Mobile Legends Edu Strategy Learning Media

The Mobile Legends Edu Strategy media has positively impacted the understanding of globalization material and increased students' enthusiasm for learning. The impact of implementing this media is known from the implementation of field trials by 30 students of Class IX (Phase D) of SMPN 19 Malang. Not only that, but Mobile Legends Edu Strategy presents a new learning experience for students because it has never existed before. So that the use of this learning media is used to achieve the planned learning objectives. The use of the Mobile Legends Edu Strategy has proven effective in improving learning outcomes and learning motivation. During the study, researchers observed the situation and status of students when this learning media was applied. The students were pleased and excited to use the Mobile Legends Edu Strategy game, because this media displays an attractive appearance in the form of heroes (characters played) and maps to achieve targets.

Through learning media, teachers can observe students' responses, both

nonverbally through facial expressions, and verbally, namely, feedback and student participation in the learning process. Research by Maharani et al. (2024) showed that applying a game-based model can improve learning outcomes in social studies. Although many have studied through game-based applications in social studies material, no specific research has been found to examine the implementation of Mobile Legends Edu Strategy as a social studies learning medium. So the researcher filled the void by developing this game and implementing it in social studies learning at SMPN 19 Malang. It shows that the existence of the Mobile Legends Edu Strategy learning media can be well-received by students and social studies teachers at SMPN 19 Malang. Mobile Legends Edu Strategy Learning Media can increase student activity in learning. This media is an innovation from Mobile Legends on smartphones that are familiar to students, making it easier for students to understand the flow of the learning game.

## CONCLUSION

Mobile Legends Edu Strategy learning media has been proven to positively impact the understanding of the material and learning motivation of class IX students (Phase D) at SMPN 19 Malang. This media improves knowledge of the material and increases students' desire to learn in groups and independently. The suggestion that can be given is that implementing the Mobile Legends Edu Strategy media can be a provision to continue to innovate and make learning more meaningful.

## ACKNOWLEDGEMENTS

This research can be carried out well because of the assistance from various parties, for that the researcher would like to thank the Teacher Professional Education Study Program (PPG), Postgraduate School, Malang State University, the principal of SMPN 19 Malang who has permitted to be able to conduct research and subject teachers who provide opportunities and energy in implementing this media, and the supervising lecturer who always guides skillfully until this research is completed.

## REFERENCES

- Agustin, N. A., Kanom, & Darmawan, R. N. (2020). Journal of Research Innovation. *Journal of Research Innovation*, 1(3), 1–4.
- Arsana, I. K. S. (2020). The Influence of Teacher Teaching Skills and Learning Facilities on Student Learning Motivation. *Sosial Horizon: Journal of Social Education*, 6(2), 269–282. <https://doi.org/10.31571/sosial.v6i2.1294>
- Fatmawati, I. (2021). The Role of Teachers in Curriculum Development and Learning. *Revorma, Journal of Education and Thought*, 1(1), 20–37. <http://ejournal-revorma.sch.id>
- Fitriyani, F. (2020). Efforts to Improve Social Studies Learning Outcomes Through Discussion Methods with the Help of Image Media. *Journal of Education and Teaching*, 1(1), 11. <https://doi.org/10.24014/jete.v1i1.9203>
- Okpatrioka Okpatrioka. (2023). Research And Development (R&D) Innovative

- Research In Education. *Dharma Acariya Nusantara: Journal of Education, Language and Culture*, 1(1), 86–100. <https://doi.org/10.47861/jdan.v1i1.154>
- Tammu, R. M. (2018). The Relationship between Various Methods and Media with Student Interests in Biology Learning at Junior High School Level. *Journal of Education (Theory and Practice)*, 2(2), 134. <https://doi.org/10.26740/jp.v2n2.p134-142>
- Anggraini, M. C., & Kristin, F. (2022). Development of Social Studies Learning Media Based on Monopoly Games to Improve Motivation and Learning Outcomes of Grade 4 Elementary School Students. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(10), 4207-4213.
- Anshori, S. (2018). Utilization of information and communication technology as a learning medium. *Civic-Culture: Journal of Civic Education and Socio-Cultural Sciences*, 2(1).
- Aulia, R., & Wandini, R. R. (2023). Characteristics of Social Studies Subjects. *Journal of Education and Counseling (JPDK)*, 5(2), 4034-4040
- Fatmawati, I. (2021). The role of teachers in curriculum development and learning. *Revorma: Journal of Education and Thought*, 1(1), 20-37.
- Fikri, M. H. P. B. A. (2024). Development of Monopoly Game Learning Media to Increase Students' Learning Motivation in the History Subject of Hindu-Buddhist Kingdom Material in Indonesia, Class X MA Darul Huda Salo.
- Ibrohim, A., & Pd, S. (2018). *Traces of innovation in social studies learning: Developing the teaching profession*. Penerbit LeutikaPrio.
- Maharani, A., Wiyono, H., Buwono, S., & Karolina, V. (2024). The Effectiveness of Game-Based Learning Model on Student Learning Outcomes in Social Studies Learning for Class VII of SMP Negeri 6 Pontianak. *Journal on Education*, 6(03), 16677-16684.
- Mariyaningsih, N., & Hidayati, M. (2018). *Not an Ordinary Class: Theory and Practice of Various Learning Models and Methods, implementing learning innovations in inspiring classes*. CV Kekata Group
- Nuryasana, E., & Desiningrum, N. (2020). Development of teaching materials and teaching strategies to increase student learning motivation. *Journal of Research Innovation*, 1(5), 967-974
- Okpatrioka, O. (2023). Research and development (R&D) penelitian yang inovatif dalam pendidikan. *Dharma Acariya Nusantara: Journal of Education, Language and Culture*, 1(1), 86-100
- Pamungkas, Z. S., Randriwibowo, A., Wulansari, L. N. A., Melina, N. G., & Purwasih, A. (2021). Development of Interactive Learning Media Wordwall in Improving Learning Motivation of Class VII Students of SMP Negeri 4 Gunung Sugih. *Social Pedagogy: Journal of Social Science Education*, 2(2), 135-148.
- Rafsanjani, A., Amelia, A., Maulidayani, M., Anggraini, A., & Tanjung, L. A. (2024). A systems approach to improving education to build the quality of education at National Hero Private Middle School. *Indonesian Education Star Journal*, 2(1), 168-181.

- Rohima, N. (2023). Use of Learning Media to Improve Learning Skills in Students.
- Saputri, A. B., & Firmantika, L. (2024). Effectiveness of Using EduGo Learning Media to Increase Student Learning Motivation in Social Sciences Subjects. *Journal of Media and Educational Technology*, 4(4), 607-615.
- Sidi, J., & Mukminan, M. (2016). The Use of Audiovisual Media to Improve Social Studies Learning Outcomes in Middle Schools. *SOCIA: Journal of Social Sciences*, 13(1), 53-72.
- Suciono, W. (2021). *Critical thinking (review through learning independence, academic ability, and self-efficacy)*. Adab Publisher.
- Mulyani, S. (2023). Development of interactive learning media based on educational games to improve literacy and numeracy in students. *Journal of Education and Learning Media*, 2(3), 5-10.
- Sari, B. K. (2017). Addie model learning design and its implementation using the jigsaw technique.
- Susanto, A. (2014). *Development of social studies learning in elementary school*. Kencana.
- Tammu, R. M. (2017). The relationship between methods and media varies with students' interests in learning biology at the junior high school level. *JP (Jurnal Pendidikan): Theory and Practice*, 2(2), 134-142.
- Wurjanti, E. (2022). *Study Group Solutions to Increase Motivation and Learning Outcomes*. P4I Publisher.
- Zamani, A. Z., & Nurcahyo, H. (2016). Development of Computer-Assisted Learning Media to Improve Motivation and Learning Outcomes. *Journal of Mathematics and Science Education*, 4(1), 89-100.