

Game-based Literacy to Increase Students' Reading Interest State Elementary School 2 Wlahar Purbalingga

Usri Maharyati*, Abdul Wakhid Bambang Suharto

Prof. K.H. Saifuddin Zuhri State Islamic University Purwokerto, Indonesia

*Corresponding author

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ABSTRACT

Literacy is a fundamental skill that is extremely important and plays a significant role in the development process of students, particularly at the elementary education level. This skill not only encompasses the ability to read and write but also includes the understanding and mastery of information necessary to interact with the surrounding environment. Therefore, literacy development must be a primary focus in primary education to ensure students can grow and develop optimally. However, reading interest among students is often low, which can hinder the advancement of their literacy skills. In Indonesia, particularly among primary school students, reading interest levels remain relatively low. According to data from the National Library of the Republic of Indonesia, only about 30% of children at the elementary school level show a high interest in reading. This article will discuss the application of game-based literacy as a strategy to increase reading interest among students at Wlahar Purbalingga 2 Public Elementary School. With an innovative and enjoyable approach, it is hoped that student participation and engagement in reading activities will increase. This study uses a qualitative method, where data is collected through observation, interviews, and the distribution of questionnaires. The results of the study indicate that the implementation of games in literacy activities can have a significant positive impact on students' motivation and interest in reading. Thus, it is hoped that this strategy can serve as an effective solution to address the low reading interest among students, encouraging them to be more active in reading and learning. The implementation of game-based literacy is not only aimed at improving reading skills but also at creating a more engaging and interactive learning environment, enabling students to feel more involved and motivated in their learning process.

Keywords: Literacy, Games, Reading Interest

INTRODUCTION

One of the most important skills for children's development, especially in today's technological and information age, is literacy. According to research by Gaff cited by Diyanti Jati Pratiwi in 2025, literacy is an individual's ability to read and write well. This skill encompasses text comprehension and the ability to express ideas in writing. In the digital age, literacy has become increasingly vital, as children must be able to critically sift through and analyze diverse information. Therefore, fostering literacy from an early age is crucial to help children adapt to complex environments. This ability is a key element in the development of intellectual and social capacities. According to UNESCO (2021), literacy includes not only the ability to read and write, but also the ability to understand information and communicate effectively. Data from UNESCO in 2021 revealed that only a small proportion of students in Indonesia, around 30%, have a high interest in reading. In this country, reading interest among students is still a significant problem. Data from the Central Bureau of Statistics (2020) shows that the level of reading interest among Indonesians ranks 60th out of 61 countries surveyed. Intellectual and social of a person.

This shows the importance of improving literacy skills, especially among elementary school students. This is a serious concern for educators and parents, as it is during this period that the foundations of literacy are laid. Research by Yusrizal and colleagues (2020) in Yenni Yamin's work (2022) identified several factors contributing to low literacy rates in Indonesia, such as inadequate educational quality, insufficient facilities, and a lack of

innovation and creativity among teachers in their teaching methods. Therefore, it is important for all parties involved in education to collaborate and find the right solutions to improve literacy among children, especially at the primary school level. Efforts should include improving the overall quality of education, providing adequate facilities and developing more innovative and engaging teaching methods for students. Thus, it is hoped that future generations will have better literacy skills, which in turn will have a positive impact on the development of society and the nation as a whole.

SD Negeri 2 Wlahar Purbalingga is striving to increase students' interest in reading, but faces the challenge of low interest in books. A survey shows that only 25% of students read regularly. Many students prefer playing with gadgets rather than reading, which is a serious concern because reading is an important foundation in education and influences academic ability and cognitive development. This requires attention from educators and parents to find solutions. Innovative approaches are needed to attract students' interest in reading more.

The application of game-based literacy is an interesting alternative in learning. Games not only serve as entertainment, but also as an effective learning medium. The potential of games in stimulating students' curiosity is enormous. According to research by Hamari and Koivisto (2020), games can increase student motivation and engagement in learning. By using game elements such as challenges and rewards, students become more engaged in reading. Game-based literacy not only increases interest in books, but also strengthens critical and creative thinking skills. Well-designed games can encourage analysis and problem solving, important skills in the 21st century. For example, games with interactive stories can attract students to explore themes and characters more deeply. In practice, game-based literacy can include many different types of activities, from digital games to board games specifically designed to support reading learning. For example, games that require students to read a text and answer questions or complete challenges based on the story they are reading. In this way, students are not only reading to fulfill a task, but also to have a fun and educational experience.

In this article, we will discuss further about the game-based literacy method implemented at State Elementary School 2 Wlahar Purbalingga. Through this approach, it is hoped that students will not only be more motivated to read but also understand the content better. In addition, this article will also discuss the results obtained from the implementation of this method and its impact on students' interest in reading.

With this background, this study aims to answer the question: "How can the application of game-based literacy increase students' interest in reading at State Elementary School 2 Wlahar Purbalingga?" Through this study, it is expected to contribute to the development of more interesting and efficient teaching methods in improving literacy skills among students.

THEORETICAL REVIEW

Literacy

Literacy is a set of abilities and skills that a person has in terms of reading, writing, speaking, counting, and solving problems. According to Gaff (Diyanti Jati Pratiwi, 2025), literacy can be interpreted as the basic ability that individuals have to carry out reading and writing activities. In accordance with the definition in the Big Indonesian Dictionary, literacy refers to an individual's ability to read and write, which plays an important role in managing information and knowledge as part of life skills. According to Maryono et al. (2021), literacy is a process related to the development of an individual's ability to analyze information critically, creatively, and reflectively through reading, thinking, and writing activities. As explained by UNESCO (2021), literacy not only includes the ability to read and write, but also includes the ability to understand information and communicate in an effective way.

Game

Game is an English term that refers to an activity or competition that can be considered as one of the organized activities and is generally done for fun. Therefore, games become a necessity in enjoying life as well as serving as an educational aspect for its users. Games are often referred to as a structured activity that aims to provide fun, which can sometimes also be used as an educational tool. The background of this game is very interesting and fun, and is capable of providing high motivation. The activities contained within the game have managed to

become one of the favorite choices among many individuals in different parts of the world. The diverse elements present in the game not only create an entertaining experience, but also encourage players to continue engaging and savoring every moment. Thus, the game is not just entertainment, but also a means to develop skills and build social relationships among players.(Sulaiman Aula et al.2020)

According to Wijaya Ariyana & Arifianto (Indu Indah Purnomo, 2020), the definition of a game or game is one of the crucial elements that cannot be separated from the computer world, as well as a challenge for its users. This is due to the need for higher computer specifications to be able to run the game properly, when compared to using a computer for daily activities. From the various existing definitions, it can be concluded that a game is a program specifically designed to meet one of the human needs, namely the need for entertainment. In addition, games also serve as a means of stimulating children's thinking and intelligence. Thus, games are not just entertainment, but also have the potential to support children's cognitive development. Thus, the integration of games in the learning process can have a significant positive impact on students' motivation and interest in learning, especially in reading. This fun and interactive learning experience encourages students to be more actively involved in learning activities, which in turn can improve their understanding and retention of the information they learn.

Game-based Literacy

Game-oriented literacy is a method that incorporates various game elements into the educational process. This approach aims to increase learner engagement and motivation in a more interactive and fun way. In this context, games serve not only as a means of entertainment, but also as a means to enrich the learning experience. By utilizing aspects of games such as challenge, achievement, and immediate feedback, the learning process can become more interesting and effective. This allows students to more actively participate in learning activities so that they can develop literacy skills in a more enjoyable and productive way.

According to research by Hamari et al. (2021), games have tremendous potential to increase student enthusiasm and participation in the teaching and learning process. By integrating game elements into education, we can create a more interesting and interactive atmosphere, so that students feel more involved and motivated to learn. Through this approach, students not only receive information, but also actively participate in learning activities, which in turn can deepen their understanding of the material being taught. In other words, games can serve as an effective tool to stimulate student interest and engagement, making the learning process more enjoyable and productive.

The elements of challenge, reward and social interaction present in games have the potential to produce a much more engaging and interactive learning experience. By utilizing these elements, the educational process can be developed to be more dynamic, creative and fun for students. This suggests that applying the concept of games in an educational context not only increases student engagement, but also encourages them to be more active in the learning process. Thus, education can be transformed into a more interesting and rewarding experience, which in turn can improve students' overall learning outcomes.

Games applied in literacy learning have been proven to be effective and have a positive impact in the field of education. A study conducted by Kapp (2022) showed that students who participated in game-based learning experienced significant improvements in reading skills and text comprehension. Games have the ability to support and make it easier for students to understand the context and meaning of the reading they are studying. The interactive approach in games can increase the attractiveness and effectiveness of the learning process. Through activities that involve active participation, students can more easily relate the information they receive to real-life experiences, so their understanding of the reading material becomes deeper and more thorough. In addition, this fun learning method can also increase students' motivation and interest in learning, which in turn will contribute to better learning outcomes. Thus, the use of games as a tool in the learning process is very important and beneficial.

Reading Interest

According to Herman Wahadaniah as cited by I Ketut Artana (2016: 8), reading interest can be interpreted as a

deep emotional urge to enjoy reading activities. This can encourage individuals to read voluntarily, both because of personal desire and encouragement from the surrounding environment. Reading interest reflects a person's love for various types of reading, which is based on the belief that reading activities provide positive benefits for themselves. According to I Ketut Artana (2016), reading interest can be interpreted as a strong and deep desire, which encourages someone to consistently involve themselves in reading activities. This is done on an ongoing basis and is accompanied by a feeling of pleasure, without coercion. Reading interest arises both from personal will and encouragement from the surrounding environment, so that individuals can understand and understand the contents of the reading they have read.

METHODS

The research conducted in this context adopted a highly relevant qualitative approach, utilizing a case study design as the main methodology. The location of the study was Sekolah Dasar Negeri 2 Wlahar Purbalingga, which was chosen because it has diverse student characteristics and challenges in improving reading interest. A total of 37 students from grades V and VI, along with 2 teachers involved in the literacy program, became participants in this study.

Data collection was carried out through observation, interviews, and the use of questionnaires. Observations were made to see how students interacted with the literacy games and their reading activities. Interviews were conducted with students and teachers to gain a deeper understanding of their experiences during the game-based literacy program. Questionnaires were also distributed to measure changes in students' reading interest before and after the implementation of this method.

In this study, the games used were educational games designed with the specific aim of improving students' reading skills. The game includes a wide variety of readings, ranging from short stories, poems, to scientific articles that have been adapted to the school's curriculum. Each student is given the opportunity to access and play the game, both in the classroom environment and at home. In this way, students can practice reading independently and improve their literacy skills effectively.

The type of game used is the "Read and Win" game. The Baca dan Menang game is an educational game designed to increase reading interest and literacy skills of participants, especially children or students, through a fun and competitive approach. The main concept is that participants are asked to read certain reading materials, then answer questions, complete challenges, or do activities based on the content of the reading to get points or prizes. The game applications used are Kahoot!, Quizzis, Wordwall, and Educayplay. This game is applied in learning, ICT extracurricular activities every two weeks, and as a learning task at home.

After the program has been implemented over a three-month period, the data collected will be analyzed using a qualitative approach. The purpose of this analysis is to identify patterns and themes that emerge from the data. The results of this analysis will be used to evaluate the effectiveness of the game-based literacy method in increasing students' interest in reading. Thus, this evaluation is expected to provide a deeper insight into the impact of the approach used on the development of students' interest in reading.

RESEARCH RESULTS AND DISCUSSION

The Importance of Literacy in Education

Literacy is a fundamental skill that plays a crucial role in education, especially at the basic education level. This skill not only includes the ability to read and write, but also involves understanding and using information effectively in various contexts. The ability to read and write is the foundation needed to understand various subject matter at school. According to UNESCO, literacy is the key to accessing wider information and knowledge, as well as contributing to the development of individuals and society as a whole (UNESCO, 2018). In today's digital age, literacy also includes understanding and using information technology, which is becoming increasingly crucial in everyday life. According to Pasmendik (2022), Indonesia's literacy ranking rose by 5 to 6 positions compared to PISA in 2018. This improvement is the highest achievement in terms of ranking (percentile) in the history of PISA.

In Sekolah Dasar Negeri 2 Wlahar Purbalingga, the current level of literacy skills among students still shows numbers that need to be improved and enhanced. Based on observations and data collected, it was revealed that only about 25% of the students were able to read well and understand the content of the texts they read. This condition illustrates that there are still a large number of students who have difficulty in understanding the texts they face, and this of course can have a negative impact on their academic achievement. Therefore, it is very important to make more intensive and targeted efforts in order to improve literacy skills among students. One of the steps that can be taken is to apply more innovative and creative learning methods, which are expected to attract students' interest to be more active in reading and understanding texts.

A strategy that can be considered effective for educators in an effort to improve literacy skills as well as interest in reading among students at the primary school level is to implement active learning methods. In addition, it is important to integrate technology into reading activities to make students more interested and engaged. The use of interesting media is also highly recommended as it can increase students' interest and motivation in reading (Kamilah & Yuniarti, 2025). By adopting this approach, teachers are expected to create a more dynamic and interactive learning environment, which in turn will encourage students to be more active in the reading process. Technology integration, for example, could include the use of relevant learning apps, e-books or other digital platforms. This not only makes reading more enjoyable, but also helps students to more easily access a variety of diverse reading resources.

Engaging media, such as videos, pictures or other props, can also play an important role in increasing reading interest. By presenting learning materials in varied and interesting formats, students will be more motivated to engage in reading activities. Therefore, a combination of active learning strategies, utilization of technology and the use of engaging media are key to improving literacy and reading interest among primary school students. Thus, teachers are expected to design and implement this strategy effectively so that it can have a positive impact on students' literacy development and build strong reading habits from an early age.

One approach that has proven effective in developing literacy skills is through the use of games in learning activities. Not only can games capture students' attention, but they can also provide an interactive and fun learning experience. In the context of literacy, games can be used to introduce the concepts of reading and comprehending texts in a more engaging way. For example, games that require students to read clues or stories before continuing the game can encourage them to read more actively (Gee, 2003). In addition, games can also contribute to the development of students' critical and creative thinking skills. In many educational games, students are faced with challenges that require problem solving and decision making. This process can train students to think critically and creatively in dealing with various situations, which are important skills both in the educational context and in everyday life (Kapp, 2012).

Game-Based Literacy Design and Concept

Game-based literacy is a method that combines game elements with reading activities to create an engaging learning experience. One approach is gamification, which integrates game elements into non-game contexts. Deterding et al. (2011) state that gamification can significantly increase student motivation and engagement in learning. By applying game elements in education, students can enjoy a more interactive learning experience. In game-based literacy, gamification elements such as point systems, rewards, and challenges can encourage students to read more actively.

According to Gee (2020), games have tremendous potential to motivate students in a very unique and different way. This is because games provide various challenges and rewards that can significantly increase student engagement. In the context of literacy development, games can be designed in such a way that they present reading content that is not only engaging but also interactive. As a result, students will have a higher level of interest and enthusiasm for participating in reading activities. A real-life example of the application of gamification in literacy is the use of apps such as Kahoot!, Quizizz, and Wordwall, which are platforms designed to provide an engaging learning experience for students by allowing them to participate in interactive quizzes. These quizzes are based on books they have previously read, allowing students to test their understanding and knowledge of the material they have studied. In this way, students are not only encouraged to read but also to

share their knowledge with their peers. This creates a healthy and enjoyable competitive atmosphere that can enhance reading interest.

Game design must take into account students' interests and abilities. Games that are too difficult or do not match students' interests can reduce their motivation to participate. Therefore, it is important to conduct a preliminary survey to understand students' preferences before designing games. By understanding the audience, developers can create a more relevant and engaging learning experience, thereby increasing engagement and learning effectiveness.

In implementing the program at Wlahar Purbalingga 2 Public Elementary School, the development of educational games must be in line with the applicable curriculum. The content of the games must include subject matter relevant to the various disciplines taught at the school, so that students can understand and see the connection between the games they play and the learning process they are undergoing. In this way, it is hoped that students will become more aware and appreciate that reading is one of the most important components in supporting the success of their learning process. This will not only increase students' interest in reading but also strengthen their understanding of the subject matter taught in class. An example of a game used in this study is "Baca dan Menang" (Read and Win). In this game, students must read various texts to complete challenges and earn points. Each text is accompanied by questions that test students' comprehension. The game is played using the Kahoot!, Quizzis, Wordwall, and Educayplay apps. It can be played individually or in groups. With this method, students not only read but also critically analyze the content they read. Data from the study shows that 75% of students felt more motivated to read after playing this game.

In fifth grade, every Tuesday, Thursday, and Saturday, students are given breakfast while reading stories from books provided by the teacher in class. After finishing reading, students then play games using Quizziz and Wordwall, which contain questions related to the reading material. Quizziz is played using Chromebooks available at the school, and is played in groups of 2–3 students. Once each group has finished playing the game, the results and rankings for each group are displayed. The reward for the winners is additional points for each subject. Then in sixth grade, teachers use the same method but with more varied game applications. In addition to Quizziz, they also use Wordwall, Kahoot!, and Educayplay. This is because the students' gaming skills are already high and they always ask for more varied games. Not only that, but the timing is also different. Grade 6 is held every Monday, Wednesday, and Friday, and is integrated into the learning process. The books they read are not only storybooks but also books on general knowledge, textbooks, and magazines. Reading materials are not only accessed at the school library but also obtained online, and occasionally they visit the local library to read.

In addition, this game can help students learn collaboratively. In a study conducted by Kapp in 2020, it was revealed that games have the potential to increase social interaction among students. This is because in many situations, students tend to work together in groups to achieve common goals. At Wlahar Purbalingga 2 Public Elementary School, students are often involved in group play activities. These activities are not only enjoyable but also serve to strengthen a sense of community among them, creating an environment where they support one another, particularly in reading activities. Through interactions within the group, students can build stronger relationships and improve their social skills, which in turn can positively impact the teaching and learning process at school.

Impact of Game-Based Literacy Implementation

The implementation of game-based literacy methods at State Elementary School 2 Wlahar Purbalingga has shown very positive results, particularly in terms of increasing students' interest in reading. Based on the survey results, there has been a significant increase in students' interest in reading, which previously stood at only 32.4% and has now surged to 75.7% following the implementation of this program. These findings indicate that the use of games as a learning medium can serve as a very effective tool in attracting students' attention, thereby encouraging them to be more active and involved in reading activities. To provide a clearer picture of this change, the following table shows the results of a survey conducted before and after the implementation of the Game-Based Literacy activity, which involved 37 students in grades V and VI.

Reading Interest Table Before and After the Study

No	Reading Interest Indicator	Before the Study	After the Study	Percentage Increase
1	Number of students with high reading interest	12 students (32.4%)	28 students (75.7%)	+75%
2	Average reading interest score (scale of 100)	48	84	+75%
3	Average reading frequency per week	2 times	3,5 times	+75%
4	Average reading time per day	12 minutes	21 minutes	+75%

Increasing Interest in Reading Through Games

Measured Aspects	Findings	Interpretation
Perception of Games	Students like the visual appearance and interesting storyline	Games are considered a fun and exciting medium
	Students feel motivated to complete challenges and earn rewards	Games create a healthy competitive atmosphere and encourage students to be more active in learning
Reading Experience	Students are more interested in reading books because the games are tailored to the material being read	Games encourage students to read more seriously and seek further information about the reading topic
	Students find it easier to understand the content of books through the context of the game	Games help students connect new knowledge with their gaming experiences
Reading Behavior	Students read books more often outside of class hours	The game significantly increases students' interest in reading
	Students are more active in discussing the books they have read	The game encourages students to interact and share knowledge with their friends
Supporting Factors	Fun and interactive learning	The game creates a positive and engaging learning environment
	Supportive and motivating teachers	Teachers play a crucial role in creating a conducive learning environment
	Parental involvement in monitoring students' progress	Parents can help students develop reading interests at home

An increase in interest in reading activities can be observed through an increase in the frequency of reading activities among students. Before the implementation of a program aimed at encouraging reading interest, the average student was only able to finish one book in a month. However, after the program was implemented, there was a significant change, with the average student now able to read between three and four books in the same amount of time, namely one month. This demonstrates that with the implementation of appropriate and effective methods, students can become more engaged and active in reading activities, which undoubtedly has a positive impact on their literacy development.

In addition, there has been a significant improvement in students' understanding of the reading material they study. Based on interviews conducted with teachers, it was revealed that students who participated in the game-based literacy program showed clear progress in their ability to understand and analyze the texts provided. Teachers reported that students are now better able to answer various questions related to the content of the reading and can connect information they have obtained from different sources. This shows that the approach used in the program is effective in improving students' literacy skills.

Challenges in Implementing Game-Based Literacy

Although the implementation of game-based literacy has a number of significant benefits, there are several challenges that must be faced and overcome. One of the most important challenges is the availability of the resources needed to support implementation. At Wlahar Purbalingga 2 Public Elementary School, there are limitations in terms of available computer equipment, as there are only 15 croomboks for 123 students. Inadequate internet connectivity. Not all classrooms have access to the internet due to geographical factors that cause unstable signals. This is a major obstacle in the implementation of the game-based literacy program. These challenges require serious attention to ensure that the learning process can proceed optimally and educational objectives can be achieved. One of the challenges faced in the world of education is the need for adequate training for teachers. In order to design and implement games in the teaching and learning process effectively, teachers need to have a deep understanding of the method. If the training provided is insufficient, this can result in suboptimal use of games, so that their potential benefits cannot be fully realized. Therefore, it is very important to provide comprehensive training programs for teachers. With the right training, teachers will be better able to utilize games as effective tools in improving students' literacy skills, thereby achieving better learning outcomes.

One of the challenges faced in the world of education is the need for adequate training for teachers. In order to design and implement games in the teaching and learning process effectively, teachers need to have a deep understanding of the method. At SD Negeri 2 Wlahar, only 2–3 educators out of 10 are skilled in applying games. If the training provided is insufficient, this can lead to suboptimal use of games, thereby preventing the full potential benefits from being realized. Therefore, it is crucial to provide comprehensive training programs for teachers. With proper training, teachers will be better equipped to utilize games as effective tools to enhance students' literacy skills, thereby achieving better learning outcomes.

Recommendations for the Implementation of Game-Based Literacy

Based on the findings obtained from the research, there are a number of recommendations that can be made to improve and enhance the implementation of game-based literacy at Wlahar Purbalingga 2 Public Elementary School. The first step that needs to be taken is to improve accessibility to modern technology. This effort can be carried out by establishing constructive cooperation with third parties, such as technology companies or non-governmental organizations, to provide the necessary equipment and ensure adequate and stable internet connection. With better technological support, it is hoped that the game-based learning process can run more effectively and efficiently, thereby improving the quality of education at the school.

Second, professional development for educators should be a key focus. Educational institutions can organize various activities such as workshops or seminars aimed at improving teachers' ability to use games as a teaching tool. In this way, teachers will have more confidence and courage in applying game-based literacy concepts in their teaching activities.

DISCUSSION

The implementation of literacy methods using games at SD Negeri 2 Wlahar Purbalingga has proven successful in increasing students' interest in reading. The increase in reading interest reached 43.3%, which was previously only 32.4% and rose to 75.7% after the program was implemented. This was true for both students with moderate and high abilities. Regarding IT skills, fifth and sixth-grade students are considered proficient, as they are already accustomed to using gadgets at home. This finding aligns with research conducted by Prasetyo and Rahayu (2023), which found that incorporating games into the learning process can enhance student motivation and participation. Therefore, game-based literacy serves as an alternative solution to address the low reading interest

among students. The following table shows the results of the study after the implementation of Game-Based Literacy at Wlahar Purbalingga 2 Public Elementary School.

Table of Increase in Reading Interest

No	Reading Interest Indicator	Results After Research	Percentage Increase
1	Number of students with high reading interest	28 students (75.7%)	+75%
2	Average reading interest score (scale of 100)	84	+75%
3	Average reading frequency/week	3.5 times	+75%
4	Average reading time/day	21 minutes	+75%

One key factor in the successful implementation of game-based literacy is the relevance of the game content to the reading material. When students can relate the reading to the challenges in the game, they tend to be more enthusiastic. Therefore, educators need to choose games that are appropriate for the curriculum and appeal to students' interests. Choosing the right games can enhance the learning experience and encourage student engagement in the learning process. Parents and the environment play a crucial role in developing students' interest in reading. Supriyadi's (2022) research shows that parental involvement in reading can increase children's interest in books and literacy. Therefore, schools are advised to involve parents in game-based literacy programs to create an ecosystem that supports reading interest. Through collaboration between home and school, it is hoped that a culture of reading among children will increase.

Although this study shows positive impacts, there are obstacles that need to be overcome to maximize this potential. One of the main challenges is the limited availability of resources, including access to technology and adequate internet connectivity. Therefore, schools need to find effective solutions to ensure that all students can access educational games and the necessary learning materials. Additionally, teacher training is crucial to enable them to effectively implement game-based literacy concepts, thereby maximizing the benefits for students. By addressing these challenges, it is hoped that the positive impact of the research can be felt on a broader scale. In the future, there is great opportunity to expand this research by involving more schools and introducing variations of games into learning. This approach is expected to generate more comprehensive data on the effectiveness of game-based literacy methods in increasing students' interest in reading in various educational contexts. Further research is also important to explore the long-term impact of implementing this method on students' overall literacy skills, so that we can understand its direct effects and contributions to students' literacy abilities in the future.

CONCLUSION

The implementation of a game-based literacy program at Wlahar Purbalingga 2 Public Elementary School has shown positive results in increasing students' interest in reading. Research shows a significant increase in students' enthusiasm for reading after participating in this program. Interactive and engaging methods motivate students to read and understand the material better. This approach is not only enjoyable but also effective in developing students' literacy skills. Therefore, this program is an effective step in fostering a reading culture at the school.

However, to achieve maximum and optimal results, strong support from various parties involved is essential, including the roles of parents, teachers, and school administrators. Additionally, serious attention to resource management and adequate training for teachers is also a crucial factor in determining the success of this program. Therefore, further in-depth research is needed to explore the application of game-based literacy in a broader and more diverse context. This will help in understanding the impact and effectiveness of this method in improving the overall quality of education.

Thus, the use of game-based literacy can be considered an innovative and effective solution to increase reading interest among students in Indonesia, especially those in elementary school. Students' interest in reading can also

be sustained through game-based literacy if the games are well-designed, incorporating strong narratives, rich vocabulary, and meaningful interactivity. However, guidance, content curation, and reinforcement through other media (books, discussions, creative projects) are necessary to ensure that reading interest does not remain confined to the gaming world but expands into other forms of literacy. With this approach, it is hoped that it will not only be applied in a limited manner but also adopted more widely across various educational institutions. Thus, we can create a generation that not only loves reading activities but also possesses competent and high-quality literacy skills. This will be an important step in building a stronger educational foundation for the future of Indonesia's children.

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