

Development of *Temple Run 2 Game* as a Media to Train the Focus of Grade V Elementary School Students

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ABSTRACT. Learning focus is an important factor in supporting elementary school students' ability to attend to instructions, process information, remember learning experiences, and complete tasks accurately. However, observations at SD Negeri 064974 Medan indicated that some fifth-grade students were easily distracted, paid limited attention to teachers' explanations, and required repeated instructions during learning activities. This study aimed to develop Temple Run 2 as a physical game-based learning medium to train the focus of fifth-grade elementary school students and to determine the feasibility and practicality of the developed medium. This study employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. The research was conducted at SD Negeri 064974 Medan during the even semester of the 2025/2026 academic year. The participants involved a media expert, a material expert, one fifth-grade teacher, and five fifth-grade students. Data were collected through observation, interviews, expert validation sheets, student and teacher response questionnaires, and documentation. The data were analyzed descriptively using percentage calculations. The developed physical game consists of a game banner, colored paths, spoons, marbles, question cards, and a guidebook. The validation results showed that the media obtained a score of 81.67% from the media expert and 91.67% from the material expert, both categorized as very feasible. The practicality results reached 85.5% based on student responses and 85% based on teacher responses, both categorized as very practical. These findings indicate that the developed Temple Run 2 physical game is feasible and practical as a supporting medium for training students' focus through activities involving attention, memory, concentration, accuracy, and the ability to follow instructions. The implication of this study is that physical game-based media can provide an active and engaging alternative for supporting focus-related learning activities in elementary schools. However, further research involving larger participants and experimental or pretest-posttest designs is needed to examine its effectiveness in improving students' focus.

Keywords: Educational game; Temple Run 2; student focus; learning media; elementary school.



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INTRODUCTION

Learning focus is an essential component of successful learning at the elementary school level. Students need to maintain attention, understand instructions, remember information, concentrate on tasks, and complete activities accurately in order to participate effectively in the learning process (Adiyono et al., 2025; Arifin et al., 2025; Broto et al., 2026). When students experience difficulties in maintaining focus, they may have problems understanding explanations, following instructions, completing assignments, and participating actively in classroom activities (Andre et al., 2022; Baig & Yadegaridehkordi, 2023; Inayatullah et al., 2025; Safitri & Nurfuadi, 2025). Recent studies indicate that low attention and limited active participation remain challenges

in elementary education, particularly when learning activities are less varied and do not sufficiently engage students. Gamification and game-based learning have therefore received increasing attention as approaches for creating more active and engaging learning experiences for elementary school students (Pujihastuti et al., 2022; Wibowo & Saliman, 2025). A recent systematic review found that game-based learning and gamification can support students' engagement and cognitive development when the game activities are aligned with learning objectives and supported by appropriate teacher facilitation (Enes et al., 2024; Hasanah & Husna, 2025; Husni et al., 2026; Rahmawati et al., 2026; Rohmadi et al., 2024; Zuhri, 2023)

The need for engaging learning media is also related to the characteristics of elementary school students, who generally benefit from concrete, active, and interactive learning experiences. Educational games can provide opportunities for students to learn through direct participation rather than merely receiving information from the teacher. A systematic literature review by (Setiawaty et al., 2025) which analyzed educational game studies in elementary schools, reported that game-based media can create more attractive and interactive learning experiences while supporting students' emotional and cognitive engagement. Similarly, research on digital game-based learning at the primary level found that game-based activities were associated with increased student engagement and motivation during learning (Sudirman et al., 2025). These findings suggest that game-based media have potential not only as instruments for delivering academic content but also as learning environments that encourage students to remain actively involved in an activity.

The potential of games is particularly relevant to the development of students' attention and concentration. Learning activities that require students to observe, remember, respond to instructions, and complete tasks within a particular sequence can provide opportunities to practice focus in a meaningful context. Recent research has also emphasized that game-based interventions can involve cognitive processes such as attention and executive functioning, although the strength of their effects depends on the characteristics of the intervention and the population involved (Lee et al., 2025). Therefore, the design of an educational game should not rely solely on the entertaining characteristics of games. Each game component needs to be connected explicitly to the cognitive or learning skill that the researcher intends to develop (Wulansari et al., 2022).

The initial observation conducted at SD Negeri 064974 Medan revealed that several fifth-grade students experienced difficulties in maintaining attention during learning activities. Some students were easily distracted, paid limited attention to teachers' explanations, talked with their peers during lessons, and were influenced by distractions in their surrounding environment. Interviews with the fifth-grade teacher further indicated that students who experienced difficulties with attention often needed instructions to be repeated and had difficulty understanding learning content and completing assignments (Ghani et al., 2024). The teacher also indicated that there was no specific learning medium designed to train students' focus through structured activities. These conditions demonstrate the need for learning media that can combine attractive activities with tasks requiring students to maintain attention, remember information, follow instructions, and perform activities accurately.

Game-based media provide a potential solution to this problem because they can integrate physical, cognitive, and interactive activities within one learning experience (Novayani et al., 2023). However, most recent studies on educational games in elementary schools have focused on digital platforms or games designed to improve specific academic outcomes, such as learning interest, motivation, learning achievement, and subject-matter understanding. For example, recent literature reviews have documented the widespread use of digital educational games and platforms such as Wordwall, Quizizz, Kahoot, and other interactive media in elementary education (Qadir et al., 2024). These studies generally report positive effects on students' engagement, motivation, and learning outcomes. Although these findings demonstrate the potential of game-based learning, they also indicate that the development of physical game media specifically designed to train students' focus remains less explored.

This gap is particularly important because physical game activities can involve forms of interaction that are different from screen-based games. Physical games can require students to move, observe visual cues, remember sequences, maintain balance, coordinate movements, and respond directly to instructions. Such activities provide opportunities to combine attention with motor and cognitive processes. Nevertheless, previous studies have rarely explored the modification of a familiar digital adventure-game concept into a structured physical learning medium whose activities are deliberately designed around focus-related skills. Consequently, the development of a physical educational game based on the concept of Temple Run 2 represents an alternative approach that connects the attractiveness of game concepts with direct physical and cognitive activities (Kurniawan et al., 2026).

The novelty of this study lies in modifying the concept of the digital game Temple Run 2 into a physical game medium specifically designed to train the focus of fifth-grade elementary school students. The developed medium consists of a game banner, colored paths, spoons, marbles, question cards, and a guidebook. Each component has a specific function related to the focus skills being trained. The colored paths require students to observe and remember sequences and follow predetermined routes (Aini et al., 2025). The spoon-and-marble activity requires students to maintain concentration, accuracy, balance, and motor control while completing the task. The question cards require students to recall information, pay attention to the activities they have completed, and respond to instructions. Thus, the game is designed not merely as an entertaining activity but as an integrated sequence of tasks involving attention, memory, concentration, accuracy, and the ability to follow instructions.

This approach is consistent with recent evidence that educational games are more meaningful when game elements are explicitly aligned with learning objectives rather than being used solely to increase students' enjoyment. A recent systematic review of educational games in elementary education emphasized that the potential of game-based learning is strongest when the design of the game, teacher facilitation, and targeted cognitive outcomes are appropriately aligned. In this study, the game components are therefore intentionally connected to specific focus-related activities. This distinction provides an important contribution because the product is designed as a physical medium for training focus rather than primarily as a medium for improving academic achievement (Firdaus & Firdaus, 2024).

Based on the identified problem and research gap, this study aims to develop the Temple Run 2 game as a physical learning medium for training the focus of fifth-grade students at SD Negeri 064974 Medan. Specifically, the study seeks to determine the feasibility of the developed medium based on media expert and material expert validation and to determine its practicality based on teacher and student responses. The study employs the ADDIE development model consisting of Analysis, Design, Development, Implementation, and Evaluation. The study does not aim to experimentally establish the effectiveness of the medium in increasing students' focus. Instead, it focuses on producing a feasible and practical physical game medium that can subsequently be examined through experimental research involving larger samples and objective measures of students' focus.

METHOD

Research Design

This study employed a Research and Development (R&D) approach to develop a physical game-based learning medium for training the focus of fifth-grade elementary school students. The development procedure adopted the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The selection of the ADDIE model was based on its systematic procedure for identifying learning needs, designing a product, developing and validating the product, implementing the product with users, and evaluating the resulting product (Syam & Ermawati, 2024). In this study, the development process was directed

toward producing a feasible and practical physical game medium rather than experimentally measuring the effectiveness of the product in increasing students' focus.

The research was conducted at SD Negeri 064974 Medan during the even semester of the 2025/2026 academic year. The developed product was a physical adaptation of the Temple Run 2 game concept designed for fifth-grade students. The product was developed based on the learning needs identified during the preliminary observation and interview process. The development activities were focused on creating a game that could involve students in activities requiring attention, memory, concentration, accuracy, motor control, and the ability to follow instructions.

ADDIE Development Procedure

The development process was conducted through five stages of the ADDIE model.

Analysis

The Analysis stage was conducted to identify the problems experienced by students and determine the need for an appropriate learning medium. The researchers conducted initial observations of the fifth-grade learning activities at SD Negeri 064974 Medan. The observation focused on students' attention, participation, responses to teacher instructions, and their ability to maintain concentration during classroom activities.

The researchers also conducted interviews with the fifth-grade teacher to obtain additional information regarding students' learning focus and the availability of media for training attention and concentration. The observation and interview results indicated that several students were easily distracted, paid limited attention to the teacher's explanation, talked with peers during learning, and sometimes required instructions to be repeated. The teacher also explained that there was no specific medium designed to train students' focus through structured activities. These findings became the basis for developing a physical game that could provide direct and engaging activities while incorporating tasks requiring students to maintain attention and follow instructions.

Design

The Design stage involved planning the physical game based on the needs identified during the Analysis stage. At this stage, the researchers determined the concept, objectives, game activities, rules, components, instructions, question cards, and assessment instruments. The game was designed by adapting the basic concept of Temple Run 2 into a physical activity suitable for fifth-grade students. The product was planned to consist of a 200 × 300 cm game banner, colored paths, spoons, marbles, question cards, and a guidebook. The game activities were arranged sequentially so that students had to remember the color sequence, follow the designated path, carry a marble using a spoon, maintain concentration and movement control, and answer questions at the finish line. This sequence was designed to incorporate several aspects of focus within one activity.

At this stage, the researchers also prepared the validation instruments and user response questionnaires. The media expert validation instrument was designed to assess aspects related to the appearance, usability, interaction, and feasibility of the developed media. The material expert validation instrument was prepared to assess content suitability, question quality, benefits of the game, language, and material feasibility. Student and teacher response questionnaires were designed to obtain information regarding the attractiveness, convenience, usability, and practicality of the product.

Development

The Development stage involved producing the physical game according to the design prepared in the previous stage. The researchers produced the game banner, colored paths, spoons, marbles, question cards, and guidebook. The game components were arranged to ensure that each activity had a clear relationship with the focus skills intended to be trained.

The developed product was subsequently submitted for expert validation. Two types of experts were involved: a media expert and a material expert. The media expert evaluated the physical and functional aspects of the product, including its appearance, design, attractiveness, ease of use, interaction, and overall feasibility. Meanwhile, the material expert assessed the suitability of the content, quality of the questions, relevance of the activities to the development objectives, language, and material feasibility. The validation process was also used to identify aspects that required improvement before the product was tested with students. Suggestions and corrections provided by the validators were considered in revising the product. After the product was revised according to the validation results, the game was considered ready for the implementation stage.

Implementation

The Implementation stage involved a limited trial of the developed Temple Run 2 physical game with fifth-grade students at SD Negeri 064974 Medan. The trial involved five students selected from the fifth-grade class. During the implementation, students participated in the game activities according to the rules and instructions provided in the guidebook. The activities required students to remember the sequence of colors, follow the designated path, carry a marble using a spoon, maintain concentration and accuracy while completing the task, and answer questions at the end of the activity. The implementation was intended to determine how the developed media was received and used by the intended users. Following the implementation, student responses were collected through a response questionnaire. The fifth-grade teacher also provided an assessment of the product through a teacher response questionnaire. These responses were used to determine the practicality of the developed medium from the perspectives of direct users.

Evaluation

The Evaluation stage was conducted by analyzing the results obtained throughout the development process. Evaluation included the results of media expert validation, material expert validation, student responses, and teacher responses. The validation results were used to determine the feasibility of the developed product, while student and teacher responses were used to determine its practicality.

The evaluation was also used to identify whether the developed product corresponded to the initial needs identified during the Analysis stage. The final product was considered suitable for use as a supporting medium when it met the established feasibility and practicality criteria. Because the present study was limited to product development, feasibility, and practicality, the Evaluation stage did not involve an experimental comparison or pretest-posttest measurement of changes in students' focus.

Participants

The participants in this study consisted of a media expert, a material expert, one fifth-grade teacher, and five fifth-grade students at SD Negeri 064974 Medan. The experts were involved in evaluating the feasibility of the developed product, while the teacher and students were involved in assessing the practicality of the product after implementation.

The involvement of five students was intended as a limited product trial rather than as a sample for generalizing the effectiveness of the intervention. Therefore, the student responses were interpreted specifically as evidence of the practicality and initial user acceptance of the developed medium.

Data Collection Instruments

Data were collected using observation, interviews, expert validation sheets, student response questionnaires, teacher response questionnaires, and documentation. Observation and interviews were conducted during the Analysis stage to identify problems related to students' focus and the need for learning media.

The media expert validation sheet was used to assess the developed product in terms of appearance, design, interaction, usability, and feasibility. The material expert validation sheet assessed the suitability of the content, quality of questions, benefits of the game, language, and material feasibility. Meanwhile, the student and teacher response questionnaires were used to assess the attractiveness, convenience, usability, and practicality of the developed media.

The instruments employed a four-level assessment scale. The use of the same structured assessment approach allowed the researchers to convert expert and user assessments into quantitative percentage scores for descriptive interpretation.

Data Analysis

The collected data were analyzed using quantitative descriptive analysis. The percentage score was calculated by comparing the score obtained with the maximum possible score and multiplying the result by 100. The formula used was:

$$\text{Percentage} = (\text{Obtained Score} / \text{Maximum Score}) \times 100\%$$

The resulting percentages were interpreted according to the following criteria: 81–100% was categorized as very feasible, 61–80% as feasible, 41–60% as fairly feasible, 21–40% as not feasible, and 0–20% as very not feasible.

The feasibility of the Temple Run 2 game was determined from the results of media expert and material expert validation. Meanwhile, the practicality of the product was determined from the responses of students and teachers after the limited implementation. The results were interpreted descriptively to determine whether the developed product met the expected feasibility and practicality criteria.

The analysis was not intended to establish the effectiveness of the product in improving students' focus. Therefore, no inferential statistical test or experimental comparison was conducted. The findings were limited to describing the quality of the developed product based on expert assessment and initial user responses.

RESULT AND DISCUSSION

Result

The development process resulted in a physical game-based learning medium designed to train the focus of fifth-grade elementary school students. The product was developed using the ADDIE model through the stages of Analysis, Design, Development, Implementation, and Evaluation. The final product consists of a 200 × 300 cm game banner, colored paths, spoons, marbles, question cards, and a guidebook containing the instructions for conducting the activities.

The game was designed as a physical adaptation of the Temple Run 2 concept. Instead of using a digital device, students participate directly in a sequence of physical and cognitive activities. The activities require students to remember a sequence of colors, follow a designated path, carry a marble using a spoon, maintain concentration and movement control, and answer questions at the finish line. The sequence was arranged so that students were required to maintain attention throughout the activity rather than completing isolated tasks (Nadjamudin, n.d.).

The need for the developed medium was identified during the Analysis stage. Initial observations indicated that several fifth-grade students were easily distracted during learning activities, paid limited attention to teacher explanations, interacted with peers during lessons, and were affected by distractions in their surroundings. The teacher interview also indicated that students who experienced difficulties in maintaining attention sometimes required repeated instructions and had difficulty understanding learning content and completing assignments. In addition, there was no specific medium available at the school that was designed to train students' focus through structured activities (Rambe et al., n.d.).

Based on these findings, the physical game was designed to combine visual, cognitive, and motor activities. The colored paths were intended to train students' visual attention and memory. The spoon-and-marble activity required students to maintain concentration, accuracy, balance, and

control of movement. Meanwhile, the question cards were used to require students to recall information and demonstrate their attention to the instructions and activities completed during the game.

Expert Validation Results

The developed product was evaluated by a media expert and a material expert before being implemented with students. The validation process was conducted to determine whether the physical game met the required criteria in terms of media design, usability, interaction, content suitability, and development objectives.

Table 1. Temple Run 2 Game Media Validation Results

No	Rating	Scores Obtained	Maximum Scores	Persentase (%)	Category
1	Media Member	49	60	81,67%	Highly Worth It
2	Material Expert	44	48	91,67%	Highly Worth It

The media expert awarded a score of 49 out of a maximum score of 60, resulting in a feasibility percentage of 81.67%. Based on the predetermined criteria, this result falls into the very feasible category. The assessment indicates that the developed physical game met the expected criteria related to its media and functional aspects.

The material expert awarded a score of 44 out of a maximum score of 48, corresponding to 91.67%. This percentage was also categorized as very feasible. The higher percentage obtained from the material expert compared with the media expert indicates that the content and activity components of the game were considered highly appropriate for the intended development objectives.

The validation results provided the basis for revising and preparing the product for the limited implementation stage. The validation process was important because the product was not only assessed from its visual and physical characteristics but also from the suitability of its activities, instructions, questions, language, and relationship to the focus skills targeted by the study.

Student and Teacher Response Results

After the product had been validated and revised, a limited implementation was conducted with five fifth-grade students. Student and teacher responses were collected to determine the practicality of the developed medium. The responses focused on aspects such as attractiveness, ease of use, convenience, and suitability of the game for elementary school students.

Table 2 Results of User Response to Media

No	Rating	Scores Obtained	Maximum Scores	Persentase (%)	Category
1	Siswa	71	200	85,5%	Very Practical
2	Guru	34	40	85%	Very Practical

The student score requires verification against the original response questionnaire because 71/200 mathematically corresponds to 35.5%, whereas the reported result in the manuscript is 85.5%. If the intended score is 171/200, the reported percentage of 85.5% is mathematically consistent.

Based on the percentage reported in the manuscript, student responses reached 85.5% and were categorized as very practical. The result indicates that students generally responded positively to the developed game and considered the activities attractive, enjoyable, and manageable.

The teacher response obtained a score of 34 out of a maximum of 40, resulting in a percentage of 85%. This result was categorized as very practical. The teacher's response indicates that the developed medium was considered easy to use, attractive, and appropriate for the characteristics of fifth-grade elementary school students.

Overall, the expert validation and user response results indicate that the developed Temple Run 2 physical game met the predetermined criteria for feasibility and practicality. The media expert and material expert assessments reached the very feasible category, while the reported student and teacher responses reached the very practical category. These results support the use of the developed product as a supporting medium for activities intended to train students' focus (Ni Kadek Eliyanti et al., 2025).

However, the findings should be interpreted within the scope of the development study. The validation and practicality results demonstrate that the product was considered suitable and practical by the evaluators and limited users, but they do not establish that the game causes an improvement in students' focus. Measuring effectiveness would require a different research design, such as an experimental or pretest-posttest design with an adequate number of participants.

Discussion

The findings from the study indicate that the game Temple Run 2 has been successfully developed as the media to train the focus of grade V students using the ADDIE model. The developed product takes the form of a physical game including banners of games, color paths, spoons, marbles, question cards, and guidebooks. The media development is carried out according to the need analysis results indicating the presence of students who easily get distracted, do not pay attention to the explanation from the teacher, and find it difficult to keep their focus in the process of learning. This becomes the foundation for the development of media involving physical and mental activities (Putrawan et al., 2025).

The feasibility of the media is indicated by the results of the validation of media experts at 81.67% in the very feasible category and 91.67% of the material experts in the very feasible category. It shows that the media has met the aspects of appearance, design, attractiveness, ease of use, clarity of instructions, appropriateness of content, and objectives of development. The high level of evaluation from the subject matter experts indicates that the game activity is associated with the focus aspects that should be trained, namely attention to instructions, memorizing the path, keeping concentration, and being careful in doing the task. These findings are supported by the research conducted by (Alotaibi, 2024)) where game-based learning media which fit the characteristics of elementary school students can assist in student involvement in the learning process.

Each part of the game has a certain purpose in support of the development goals. Colorful paths are for training visual attention and ability to understand instructions, and spoons and marbles require concentration, precision and coordination of movements. Cards with questions are for discovering the degree of attention of students to the activities and instructions provided during the game. Therefore, this game is not only a play activity but also several attention activities in one complex of activities. It proves the idea that media based on games can create an active and valuable learning experience as students are actively involved in the activities performed (Sudirman et al., 2025).

The practicality of the media can be seen in the results of the responses from the students - 85.5% and teacher - 85%, both of which are in the category of very practical. Responses from the students indicate that games are entertaining, interesting, easy to play, and able to increase the activity of students in activities. While the response from the teacher indicates that the media was easy to use, interesting and in line with the characteristics of elementary school children. It shows that the media is well received by the direct user and can be used for learning and activities to train students' attention (Mahardikha et al., 2023).

This research result is similar to the result of previous studies that proved that media of game-based type increases the engagement of students in the learning process. However, this study has unique features since the concept of the digital game Temple Run 2 was adjusted in order to develop a physical game. The adjusted media includes visual, cognitive and motor activities through remembering the route, following the instructions, keeping the balance of marbles and answering

the questions. Therefore, the contribution of this research is the development of the physical games based on the concept of the digital games for the purpose of training the focus of elementary school students (Viguer & Picó-Garcés, 2025).

On the basis of the results provided in this research, the implication is that game media can be used not only for delivering learning material, but also for developing the learning supportive skills, such as attention, concentration, accuracy, memory and the ability to follow the instructions. The principle that can be developed from the results of this study is that in order to develop the game for training the focus, it should include clear rules and activities which require students to keep the attention when performing the task. As a result, the game Temple Run 2 can be used as a supporting media in learning process in elementary schools (Hariyani, 2025).

However, despite the positive results of the study, there are some limitations. First, the trial was conducted among only five students of twenty students of the fifth grade, thus, the results of users' response could not be generalized. Second, this research focused on the development, feasibility and practicality of the product without testing its effectiveness in increasing the students' focus with the help of experimental research design or pre- and post-assessments. In this way, future researches can involve more subjects and use a research design, which will allow conducting the objective assessment of changes in the students' focus (Fadilla & Nurfadhilah, 2022).

In general, the game Temple Run 2 met the criteria of being very worthy according to expert validation and very practical according to the responses of students and teachers. These results mean that the developed product corresponds to the development objectives and needs of users. This research contributes to previous researches with the presentation of the physical games, which include cognitive and motor activities as the media to train the focus of elementary school students.

CONCLUSION

Based on the results of the research and development process, the Temple Run 2 physical game was successfully developed as a supporting learning medium for training the focus of fifth-grade elementary school students at SD Negeri 064974 Medan. The product was developed using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. The final product includes a game banner, colored paths, spoons, marbles, question cards, and a guidebook. The game integrates activities that require students to pay attention, remember sequences, follow instructions, maintain concentration, control movements, and complete tasks accurately.

The feasibility results demonstrate that the developed product met the expected feasibility criteria. The media expert assessment resulted in 81.67%, while the material expert assessment resulted in 91.67%, with both results categorized as very feasible. The reported practicality results were also high, with 85.5% based on student responses and 85% based on teacher responses, both categorized as very practical. These findings indicate that the developed physical game was considered appropriate and usable by the experts and limited users involved in the study.

The scientific contribution of this study lies in the development of a physical educational game adapted from the concept of a familiar digital adventure game. Rather than using the Temple Run 2 concept solely for entertainment, the developed product transforms its adventure and challenge characteristics into structured physical and cognitive activities. The combination of visual observation, memory, concentration, accuracy, movement control, and recall provides an alternative approach to incorporating focus-related activities into elementary school learning. The product also offers a non-digital learning medium that can be implemented without depending on digital devices or internet access.

Nevertheless, the findings must be interpreted within the limitations of the research design. The implementation involved only five fifth-grade students, so the practicality findings cannot be generalized to a broader elementary school population. In addition, this study focused on product development, feasibility, and practicality and did not experimentally measure changes in students' focus. Therefore, the study does not establish that the developed game directly improves students'

focus. Future research should involve larger and more diverse participants and employ experimental or pretest-posttest designs using appropriate measures of attention or focus. Comparative studies between physical and digital game-based media are also recommended to examine the specific contribution of physical interaction to students' focus-related learning activities.

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