

DEVELOPMENT OF INTERACTIVE LEARNING MEDIA USING PLAYING CARDS ON INDONESIAN HISTORY MATERIAL FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This research aims to develop an interactive learning media based on playing cards through the *Wordwall* platform that is practical, effective and interesting to improve Students' recall skills of Indonesian History subject matter. Creative and innovative teachers are important factors in supporting the improvement of students' understanding. The method used is *Research and Development* (R&D) with the ADDIE development model, which includes five stages: analysis, design, development, implementation, and evaluation. The research subjects were male VIII grade students at SMP Muhammadiyah 4 Tanggul. The instruments used include product validation questionnaires by media experts and material experts, student response questionnaires to assess practicality, as well as *pre-test* and *post-test* to measure learning outcomes. The results showed that at the analysis stage, students need interactive learning media. The validation results showed that the media met the eligibility criteria, with a score of 82.5% from media experts and 78% from material experts. The practicality test conducted on students resulted in a score of 79%, which is included in the "practical" category. Based on these findings, the playing card-based learning media through the *Wordwall* platform is declared valid, practical, and effective in improving students' understanding of Indonesian History material

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A. INTRODUCTION

History lessons are important for students because through history, especially Indonesian history, it is an important function for the formation of the personality of the Indonesian nation (Muasyaroh et al., 2022) because in history lessons it will be taught how the past life of the Indonesian people can be said to be a great nation and a nation that upholds existing customs and norms, where from history it will become the basis for society for life today. History lessons themselves not only aim to form scholars or history experts but also aim to shape character and instill functional values (Hasan, 2019). History learning techniques must be changed to be interesting and memorable by students so that they are not just reading or writing so that students are interested in Indonesian history lessons. Interesting learning media will make history alive and useful directly in the lives of students who are oriented to the present or future (Raihany et al., 2022)

Learning media is one of the efforts made by educators to explain the material to be taught using tools, where this media must be made interesting

and clear so that later students understand the material that we will convey to students, the creativity of teachers in designing learning media is very important in developing learning media (Trianggono, 2020). In history lessons, learning media are found to have many obstacles due to the lack of packaging of historical learning media into interesting lessons (Herlinda et al., 2021).

The selection of media along with the learning model is very important in the teaching and learning process in order to achieve optimal learning outcomes. The development of learning media must be made with a simple one, in accordance with the material taught, practical, effective and easy to obtain (Khotimah et al., 2023). Simple learning media can use playing card media because playing cards are one of the media that is easy to understand and easy to modify either manually or digitally. In previous studies that discussed the development of learning media, among them by Williza et al., (2022) it was found that the flashcard media was declared very valid and practical, besides that there was research on the development of domino cards as a learning medium for science material, the results showed that this media was suitable for use in the

learning process (Nirwana et al., 2024).

Card media is an opportunity for students to learn actively and foster creative abilities in understanding historical material using games. The form of playing card games in learning Indonesian history is not much different from playing card games in general, the difference is the cards and the rules in the game which have writing and pictures in the form of questions. Its use is to train students' skills and memory and increase students' interest in learning.

This research is important because of the understanding of concepts in learning history in junior high school. Several studies on the development of learning media have been conducted by Ramadani & Hastuti, (2020) with the title "development of high school history learning quartet media" where in this study quartet cards are suitable for use as learning media. Second by Wulandari et al., (2020) with the title "the effectiveness of card games as a medium for learning mathematics" in his research focuses on seeing the effectiveness of playing card games as a learning medium. The focus of this research is to develop effective learning media in junior high school history learning to foster concept understanding. The benefits of this research are that it can foster student enthusiasm and motivation in the learning process, and can be a new breakthrough for teachers to create effective, ideal and enjoyable learning conditions for students and can provide innovation in the use of learning media.

Based on the results of evaluations and observations during history learning, it was found that students at SMP Muhammadiyah 4 Tanggul during social studies lessons, especially Indonesian History, were not very interesting because the material could be said to be material that was repeated many times from the basic level to the intermediate level, which made students bored and not interested in Indonesian history material. The cause of the lack of interest in learning history is because historical material is boring and less interesting material for students which makes students less active in historical material and the learning models and media used are less interesting to students in the learning process of Indonesian history.

Learning media development is a very

important tool in the learning process, where learning media becomes a very important tool in the process of transferring knowledge. In developing learning media a teacher must know the strengths and weaknesses of students so that the learning media made can be understood by students, because choosing learning media is in accordance with the characteristics of students, learning objectives and the environment of students (Maskuro, 2022). In developing learning media, teachers must see what media is appropriate to apply to students where teachers must hold the principles of using learning media including the right type of media, the suitability of teaching materials with the material chosen and the use of effective time during the learning process (Hasriadi, 2022).

Interactive learning media has several advantages that are not found in other learning media, namely flexibility in material selection, richness of content and interactivity that allows two-way communication between media and users (Indra, 2021). Interactive learning media can stimulate students to be actively involved in the learning process so that it helps increase positive responses to the material being taught (Mukhtar et al., 2022), with the rapid development of technology, interactive media has become one of the options in developing learning media that can improve the quality of learning (Firdha & Zulyusri, 2022) the development and utilization of multimedia for the development of interactive learning media is one of the right steps in an effort to improve the quality of learning, stimulate student involvement, and see the effectiveness of learning, especially in today's digital era.

History learning in junior high school is a very important part in shaping students' character and understanding of history and culture in Indonesia. History learning that exists today usually uses conventional methods, namely the lecture method. The use of the lecture method sometimes often makes students feel bored and results in low student interest in learning. Various innovative media such as the use of game-based learning methods have proven effective in increasing student learning motivation (Vinidiansyah et al., 2021), in addition to using existing interactive media, the implementation of history learning can also use

local historical sources around the school, such as historical relics around the school can also be an effective means of learning history (Firmansyah et al., 2021).

History teachers must pay attention to the characteristics of students in the school and develop learning media by adjusting student characteristics so that they can develop appropriate learning media, such as discovery learning and value clarification techniques (Umami et al., 2022). With the development of technology, history learning in junior high schools can be improved through the use of innovative methods, empowerment of local resources and adjustment to student characteristics in order to achieve a good understanding of history.

This research aims to develop interactive learning media using playing cards in Indonesian history lessons that are valid, practical and effective, because there are not many studies on the development of learning media in the context of history learning at the junior high school level. The benefit of this research is to develop effective learning media using playing cards in the hope that the learning process is not monotonous and more interesting for students, so that the results obtained or the scores of students increase with this learning media.

However, previous studies still show several gaps in the development of history learning media at the junior high school level, especially those that are digital and interactive. Most existing history learning media remain conventional, less engaging, and have not fully utilized technological potential or game-based approaches suited to the characteristics of junior high school students. Moreover, the use of playing cards as a learning aid for history is still very limited, both in terms of the number of studies and the innovation of their design.

Based on these issues, this study develops interactive learning media based on playing card games integrated with the digital platform Wordwall. The media is systematically designed using the ADDIE development model, focusing on improving students' recall ability of Hindu-Buddhist history material. The development also takes into account the characteristics of junior high school students and promotes a fun, practical, and effective learning approach.

The novelty of this study lies in the integration of physical playing cards—used as a kinesthetic and

interactive learning tool—with the digital platform Wordwall, which supports online and game-based learning activities. This combination has rarely been developed in a unified manner, especially in the context of history learning at the junior high school level, particularly for Hindu-Buddhist content. The approach not only enhances students' memory but also encourages active participation, collaboration, and adaptability to current educational technologies. Thus, this research is expected to offer an innovative solution to students' boredom in learning history and to enrich alternative learning media that are adaptive and relevant in the digital era.

B. METHODS

This type of research uses research and development (R&D). This type of research is a type of research used by researchers to develop a product as well as to validate products that will be used in education or learning, especially in history learning (Gall et al., 2007). The process in this development is commonly known as the R&D cycle, which consists of a series of previous research results related to the validity of the components of the product based on testing. The R&D procedure in this study uses the ADDIE model (Analyze, Design, Develop, Implement and Evaluate). The concept of the ADDIE model is a concept that applies starting from building basic performance in learning, namely the concept of developing a learning product (Sari et al., 2023). This model is an instructional design centered on individual learning that has a direct, long, systematic phase and uses an approach to learning knowledge.

The ADDIE model starts from analysis, which is a stage that aims to identify the possible causes of learning performance that is less attractive to students, then the next stage is design which is the monitoring line of the ADDIE stage progress, this monitoring line leads to the shadow line from the eye to the perception of the object, then the development process is a process that aims to produce and validate the selected learning resources, the next stage is the implementation stage which aims to prepare the learning environment and involve students properly in the learning process, finally the evaluation process which aims to assess the product and the learning process carried out.

Data sources in the research are divided into

2, namely primary data sources, namely data sources obtained directly from the first hand where in this study students and teachers from SMP Muhammadiyah 4 Tanggul and secondary data sources, namely data sources that come from research subjects where in research data sources are obtained from social studies textbooks and articles on Indonesian history. The research location chosen by the researcher is SMP Muhammadiyah 4 Tanggul.

The data collection technique is to collect information at the literature study stage with various sources relevant to this research and examine things that can be used as a basis for developing learning media and field studies by conducting observations and interviews with teachers and students by distributing questionnaires and questionnaires to obtain initial data which will later be used as a basis for researchers to develop products based on the stages of the ADDIE model.

Data analysis is taken through a questionnaire using a Likert scale, the Likert scale is arranged based on a very positive to very negative gradation category, positive statements get the highest score (Sugiyono, 2015). Likert scales that can be used such as very feasible (SL), point 5, feasible (L) point 4, less feasible (KL) point 3, not feasible (TL) point 2 and very not feasible (STL) point 1, using the formula

$$P = \frac{\sum R}{N} \times 100\%$$

Description

P = Response percentage

$\sum R$ = Number of answers given

N = Number of maximum or ideal scores

The results of the scores obtained in the study will be interpreted into the following table kirteria

Table 1. Learning media feasibility scale

Presentase	Kriteria
$X > 75\%$	Very Appropriate
$56\% < x \leq 75\%$	Appropriate
$41\% < x \leq 55\%$	Fairly Feasible/Suitable
$21\% < x \leq 40\%$	Less Feasible/Suitable
$X \leq 20\%$	Not Appropriate

C. RESULTS AND DISCUSSION

1. Result

The presentation of development data in this section uses the ADDIE model which

consists of several stages, namely

The analysis stage where the researcher makes observations at the school to carry out the first stage, namely the needs analysis where what is observed at this stage is observation during learning takes place and the use of learning media by teachers and students. After finding the problems faced by students, researchers stepped into the next process in accordance with the needs students want.

The second stage of analysis is the analysis of student characteristics, where this analysis is carried out to determine the characteristics of students in terms of mindsets and attitudes of students in the history learning process, where the purpose of this analysis is as a guide in the development of media to foster students' concepts in learning history so that it is easy to understand, use and apply to students, the results of this analysis are researchers obtaining character results from each student so that the learning media developed is accepted by all students according to their respective characteristics.

The design stage, at this stage, is the stage for designing a playing card media learning media in learning Indonesian history, where this design is designed in accordance with the results of the analysis at the initial stage. At this stage, the practicality feasibility test instrument used in the trial stage is compiled, which begins with the selection of media which is intended to determine the appropriate learning media and is relevant to the learning material taught to students. This media selection the researcher must see the results of the initial analysis of what students like and what students don't like with the aim of understanding the material to be conveyed in the media created, namely "the history of the hindu budha kingdom in Indonesia". After the media selection is carried out, it is continued with the selection of the format where what kind of format will be used for the nantina playing card game where the format to be used is a format that will refer to the systematic design of learning media.

The initial design, is the first design of history playing cards before being tested on students before validation by material experts and design experts. This initial design is designed to foster

students' concept understanding. The following is an example of the initial design of history playing cards which will later be developed with the wordwall application to facilitate the use of learning media.



Figure 1. Picture of the history of the Hindu-Buddhist Kingdom playing cards

After designing the next playing card the thing done by the researcher is to create learning media using wordwall, researchers use this application

because this application has many choices about the learning media model to be used. In this study chose the quiz model in the wordwall application as below:

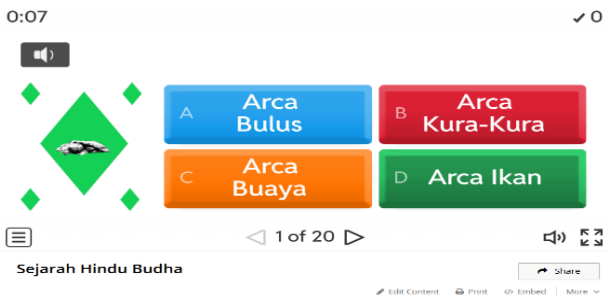


Figure 2. History card quiz

In its implementation to students, the teacher distributes existing tasks to students and is done through a computer in the laboratory or using a student's cellphone in order to test the use of the learning media developed.

The development stage is a stage that aims to produce a playing card learning medi, this stage consists of two stages of validation, namely
a. Material Validation Test

At this stage the researcher uses a questionnaire that will be given to the validator, the results of the validation are used by researchers for further development as well as knowing the advantages and disadvantages of learning materials that are being developed by researchers where material validation is carried out by senior teachers in social studies and lecturers in relevant scientific fields.

NO	Statement	Score
1	Suitability of Material with Basic Competencies (KD)	5
2	Relevance of Historical Material with the Applicable Curriculum	4
3	Accuracy of Historical Facts Presented in Cards	5
4	Accuracy of Reference Sources Used	5
5	Clarity and Effectiveness of Material in the Form of Playing Cards	3
6	Appropriateness of Historical Images/Illustrations on Cards	3
7	Visual Design Appeal (color, text size, image)	3
8	Clarity of Instruction/Guidance for Media Use	3
9	Suitability of Material Difficulty Level with Students	3
10	Ability of Media to Encourage History Discussion	4
11	Effectiveness of Playing Cards in Recalling Historical Facts	4
12	Creativity Level of History Material Presentation	5
Total		47
Average %		78
Criteria		Very Feasible

Tabel 2. Results of the expert survey

Based on the results of the material validation test that has been carried out, the average score is 47 and the average score is 78% which is included in the criteria is very feasible.

b. Media expert test

Media experts provide comments and assessments of playing card media with questionnaires to researchers. Media experts assess the design used by researchers whether the media developed is interesting or not, where what is tested is the uniqueness of the design. The results of testing by media experts are used by researchers to improve the design used in learning media, the media expert chosen by researchers is a freelance in the field of graphic design. The results of the media expert test are presented in table 3

Tabel 3. Results of the media expert surge

No	Statement	Score
1	The card layout is attractive and well-structured.	4
2	The use of colors on the card is appealing and not glaring.	5
3	The font on the card is easy to read and consistent.	5
4	Illustrations/images on the card support the understanding of history.	4

5	The card usage instructions are easy to understand.	4
6	The card game encourages active student participation.	3
7	The media supports interaction among students.	3
8	The card can be used flexibly in various classroom settings.	4
9	The historical material presented is relevant to learning objectives.	5
10	Information delivered through the card is easy to understand.	4
11	The card helps enrich students' historical knowledge.	4
12	The information presented is accurate and engaging.	3
13	The card media is easy to produce and duplicate.	5
14	The card material is durable and easy to maintain.	4
15	The card can be used without additional tools.	4
16	The card media can be modified according to learning needs.	5
Total		66
Average (%)		82.5
Category		Highly Feasible

Based on the results of the media validation test, the average obtained is 66 with a percentage of 82.5% which is included in the very feasible criteria.

The implementation stage where researchers conduct limited field tests in small groups to several students and teachers about the practicality and efficiency of usage time and user acceptance. The implementation of the field test was carried out by distributing questionnaires directly to users of learning media during social studies learning material on Indonesian history where the number of students who tested the learning media was 20 students at SMP Muhammadiyah 4 Tanggul. Practical test data and test results are presented in Table 4.

Tabel 4. Practicality test results

No	Skor	Responden		Rata-rata
		G1	G2	
A	User-Friendliness Aspect			
1	The media usage instructions are easy to understand.	4	4	4

2	The cards are easy to use during the learning process.	4	4	4
3	Using the cards does not require a long preparation time.	3	3	3
4	Students can use this media independently.	5	4	4,5
B Learning Effectiveness Aspect				
5	The media supports the achievement of learning objectives.	4	5	4,5
6	The media helps improve students' understanding of history.	3	3	3
7	The media captures students' attention and interest.	4	4	4
8	The activities provided increase student engagement.	3	5	4
C. Learning Efficiency Aspect				
9	The media can be used efficiently within lesson time.	4	3	3,5
10	The media is easily integrated with other teaching methods.	3	4	3,5
11	The delivery of content becomes more structured.	3	5	4
12	The media supports effective classroom management.	4	4	4
D User Satisfaction Aspect				
13	The media provides an enjoyable learning experience.	5	5	5
14	The media helps students better understand the material.	4	4	4
15	The media can be reused without reducing learning quality.	4	5	4,5
16	The media positively impacts students' learning motivation.	3	4	3,5
Total Score		60	66	63
Practicality Score (%)		75%	83%	79%

Category	Practica l	Very Practica l	Very Practica l
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From the response of social studies teachers who use the developed Indonesian history playing cards. It is concluded that the average result is 79% of the response to the Indonesian history playing cards, which can be categorized as very practical to use in learning historical material at the Junior High School level.

The evaluation stage is the last stage where at this stage the researcher will manage the results of the questionnaires and questionnaires that have been conducted by the researcher to get the results and conclusions in the study. Based on the results obtained from material experts, media experts and subject matter teachers, the results are 47 with an average of 78% very feasible category, media experts score 66 with an average of 86% very feasible category and subject matter teachers with a value of 63 average 79% with a very practical assessment category. In addition, researchers also see the results or student grades in social studies subjects by giving pre tests and post tests, where there is an increase in students' understanding of social studies material on the material of Hindu Buddhist kingdoms in Indonesia after trying the learning media by getting an average score of 85.

2. Discussion

Based on the analysis results, it was found that the existing history learning media in schools is less engaging because most Social Studies/History teachers still use conventional methods. These methods are less favored due to the low level of teacher activity, thus requiring more effective and varied teaching strategies (Hasanah & Nurmina, 2023). Therefore, the researcher developed a card-based learning media using playing cards, which are easy to use and obtain, and are expected to increase student engagement in learning.

During the design stage, the researcher selected media and applications to be used by considering ease of use for both teachers and students. Indra, (2021) stated that interactive learning media offers advantages not found in other types of learning media, such as flexibility in content and material presentation, allowing teachers to adapt the lessons to students' needs. In this study, the topic to be

developed is the Hindu and Buddhist kingdoms in Indonesia, which will be presented in the form of playing cards. Further development will involve the use of the Wordwall application to enrich the interactive learning experience.

Based on the assessments by subject matter experts and media experts, the developed learning media was deemed suitable to be advanced to the next stage involving students or teachers as an engaging and feasible learning medium. Lathifah et al., (2018) stated that quartet card-based learning media was developed as an alternative to support more enjoyable and interactive history learning.

From interviews and questionnaires, it can be concluded that the developed learning media meets the expectations of both students and teachers, who desire media that is engaging, easy to use, practical, and accessible. This contrasts with Raihany et al., (2022), who stated that history teachers often face fundamental challenges in developing and utilizing learning media.

The evaluation results from the analysis stage and previous development stages indicate that the learning media developed is suitable for use as a learning tool. This finding aligns with (Umami et al., 2022), who emphasized that the development of learning media should be tailored to students' characteristics so that it aligns with both technological advancements and students' developmental needs.

D. CONCLUSION AND SUGESTIONS

This study successfully developed interactive learning media based on playing card games for Indonesian History material at SMP Muhammadiyah 4 Tanggul using the ADDIE development model. The results of the initial analysis show that students have difficulty in understanding historical material that tends to be abstract and based on memorization. Therefore, the design stage focused on integrating historical material - specifically the history of Hindu and Buddhist kingdoms in Indonesia - into an interesting and easy-to-use playing card game concept.

In the development stage, this media was validated by material experts and media experts, with the results showing that the learning media met the eligibility criteria in terms of content,

visualization, and ease of use. Classroom implementation of the media showed significant improvements in students' active participation and understanding of historical concepts. Furthermore, formative and summative evaluations confirmed that the use of this media was not only effective in improving students' learning outcomes, but was also able to strengthen cooperation and communication skills among students. Thus, this playing card-based interactive learning media is proven feasible and effective to be used as an innovative alternative in learning Indonesian History at the junior high school level.

This media requires further development to expand the material presented and adjust to the level of difficulty of the game for various levels of education. The development of technology is expected further development by other researchers to be developed to the next level using other better and newest applications or methods in the future.

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