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## Monopoly Game Design Krealand As a Learning Media in PKWU Subjects

Dyah Ayu Ratna Dewi\*, Godham Eko Saputro

Universitas Negeri Semarang, Indonesia

\*Corresponding Author: [ratna14dewi05@students.unnes.ac.id](mailto:ratna14dewi05@students.unnes.ac.id)

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### Abstract

Craft and Entrepreneurship (PKWU) learning still uses conventional approaches and does not utilize interactive learning media, so that student engagement in the learning process is not optimal. This study aims to develop a game-based learning media in the form of Monopoly Krealand in the PKWU subject. The study used the Research and Development (R&D) method with the ADDIE development model limited to the development stage. Data collection was carried out through observation, interviews with PKWU teachers, student needs analysis questionnaires, and expert validation questionnaires. The research respondents consisted of 35 grade X students and two expert validators. The data were analyzed quantitatively using a four-level Likert scale and descriptively qualitatively. The results of the needs analysis showed that 85% of students really needed interactive learning media. The results of the material expert validation obtained a feasibility level of 100% with a very feasible category, while the media expert validation obtained a percentage of 75% with a suitable category for use with revisions. Thus, Monopoly Krealand is declared to meet the feasibility criteria as a PKWU learning media and has the potential to support more interactive and contextual learning.

**Keywords:** PKWU, learning media, monopoly, game-based learning

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### INTRODUCTION

Education is a systematic process that aims to develop student potential in spiritual, social, intellectual aspects and the skills required in life daily (Fahrurrozi et al., 2021). According to (Rayhan, S. et al., 2025), field education has experienced significant change because progress in technology, information and communication, particularly in the areas of strategy and approach learning. This situation demands teachers to create an active, innovative, and collaborative learning environment (Riskiani et al., 2025).

Based on results of observation at the beginning of SMA Negeri 9 Semarang City, the learning process was at the stage of material delivery still dominated by the conventional approach. The teacher delivers material using PowerPoint media and learning videos, while participants educate themselves by listening and taking notes of the delivered material. Learning patterns cause interaction learning less than optimal and not yet fully involve active participants.

Conditions show that utilization of learning media that is innovative and appropriate with character education is very important. Learning media is a means of delivering messages that can increase interest, attention, motivation, as well as understanding of participants in learning material (Mulyani, 2023; Nurainin et al., 2025). Besides that, learning media also has a role in pushing active involvement and enhancing cognitive processes that impact learning outcomes of participants (Kandia et al., 2023).

One of the subjects that require development of learning media that is innovative is Craft and Entrepreneurship (PKWU). The PKWU subject aims to develop skills, creativity, and entrepreneurship through a learning process that is contextual and applicable (Permendikbud 37 Tahun 2018/KI-KD SD SMP SMA, 2018). However, PKWU learning is still monotonous and lacks variety.

potential hinder understanding material as well as lower motivation study participant educate (Kandia et al., 2023). So that needed media development and approaches appropriate learning so that students are able understand material with meaningful.

*Game-Based Learning* is approach with utilise game in reach objective learning. Interactive and content-based elements simulation on the approach *Game-Based Learning* capable increase participation, motivation, and student activity through experience Study (Safitri et al., 2025). Besides that , according to a number of GBL research is capable of increase results study participant educate through learning by doing and giving activities bait come back in a way direct (Saputro, 2013; Wijaya et al., 2024; Rusydi & Hidayah, 2025).

In PKWU learning, which focuses on practice, creativity, and entrepreneurship, making *game-based learning* become a very relevant approach. This strategy capable connect theory with practice through simulation approaching activities condition actually. Through exploration, extraction decisions and reflections in environment learning, learning game-based can help students develop ability think critical, taking decisions, and managing source power (Safitri et al., 2025).

However, success learning based *game-based learning* really depends on how *games* educative that designed. Principle appropriate game design with objective learning covering clear rules, elements the right challenge, mechanism bait informative feedback, and appropriateness material with expected competencies mastered by participants educate. According to Safitri et al., (2025 ), good design no only capable provide interesting activities but also improve ability cognitive students and understanding material.

Based on background back and condition said, research this aim designing learning media *game-based learning* in the form of Monopoly Krealand on the eyes PKWU lessons. New study this lies in designing integrated learning media mechanism game monopoly with simulation activity customized entrepreneurship with characteristics PKWU material and characteristics participant educate. Through approach this, it is hoped that students will not only understand PKWU concept but also experienced systematic and contextual simulation. With thus, it is hoped that this media can support learning active student in accordance with curriculum eye PKWU lessons.

## **METHOD**

### **Types and Methods Study**

Study this use method research and development (R&D) with objective developing learning media in form game Monopoly Krealand. Method this used for produce innovative and useful educational media through development systematic (Sugiyono, 2019). The development model used is ADDIE, which consists of from six components: Analysis, Design, Development, Implementation, and Evaluation. However, research this limited to the phase development without switch to phase implementation and evaluation. Limitations done because focus research on the development and use of educational media based on validation expert (Branch, 2009).

### **Stage Analysis**

Stage analysis aim for identify need development of PKWU learning media. Analysis done to condition classroom learning, characteristics participant educate, and suitability PKWU material with learning media game-based. Analysis results used as base in determine specifications, objectives, and space scope Monopoly game design Krealand. Stage analysis this in accordance with opinion Branch (2009) state that stage analysis aim for find difference between condition ongoing learning ongoing and expected conditions.

### **Stage Design**

Stage design aim for compile design conceptual game Monopoly Krealand as a PKWU learning medium. At stage this done design objective learning, flow games, and mapping PKWU competency to in element games. Besides that, stage this designing element game in the form of board games, cards questions, cards *rewards* and guides games that support learning game-based.

**Stage Development**

Stage development is stage for realize design become product early Monopoly games Krealand. At the stage this done game media creation along with device its supporters. Products that have been developed furthermore validated for evaluate level eligibility before implemented in learning. Validation process done by experts materials and learning media experts use sheet assessment that has been arranged. According to Sugiyono, (2019), validation aim ensure quality of educational media from aspect content, learning, and design.

**Data Collection Technique**

Data collection techniques include:

1. *Observation of the Learning Process*

Observation done in a way direct for observing the learning process, participation participant education, and problems that arise during learning ongoing. Observation this aim for get description real condition learning as base development of learning media.

2. *Interview with the PKWU Supervising Teacher*

Interview done in a way structured to the supervising teacher eye PKWU lessons for get information about learning media needs, obstacles faced in learning, as well as suggestions for learning media design game-based. Interview done for complement and strengthen the data obtained from observation and questionnaire.

3. *Questionnaire Need*

Questionnaire need given to students of class X-7 of SMA Negeri 9 Semarang with 35 respondents. Questionnaire need aim for understand students' perceptions of PKWU learning, interest learning, and needs will be an interesting and interactive learning media. Questionnaire data need analyzed using validity and reliability tests before used as base game Monopoly Krealand.

4. *Questionnaire Expert Validation*

Questionnaire validation used for evaluate Monopoly media eligibility Krealand designed. Instruments validation arranged with adapt questionnaire from study relevant previously (Kuspiati et al., 2022; Qodariah & Aditya, 2025). Assessment carried out by validators consisting of on expert materials and media experts for evaluate suitability content, appearance, and quality of learning media.

**Data Analysis Techniques**

Data analyzed use analysis descriptive quantitative and qualitative. Quantitative data obtained from results questionnaire needs and questionnaires validation experts analyzed use four-point Likert scale level. For improve the media design process, qualitative data obtained from results observations, interviews, and suggestions from validator and analyzed expert in a way descriptive.

Before done analysis more next, the results data questionnaire analyzed through validity and reliability tests for understand level eligibility instrument research. According to Arikunto, (2013) and Sugiyono, (2019) reliability test used For measure level consistency instrument research , while the validity test used For measure every grains question in measure rated aspect. Quantitative data analysis done use Likert scale 1-4, with specifications in table 1 below this.

Table 1. Scores for each answer

<b>Data analysis</b>	<b>Score</b>
Strongly agree	4
Agree	3
No agree	2
Absolutely not agree	1

(Sugiyono, 2019)

Score obtained then processed and converted to in form percentage for determine level the need and feasibility of learning media. Data analysis was carried out use formula percentage according to Arikunto, (2013) as following:

$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

Information:

- $P$  = Percentage
- $\sum X$  = Total scores obtained
- $\sum X_i$  = Maximum score

Percentage each grains then averaged so that can determine level the need and suitability of media use average formula according to (Arikunto, 2013) as following:

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

Information:

- $\bar{P}$  = Average percentage
- $\sum P$  = Overall value percentage
- $N$  = Item value question

Calculation results the used as base for interpret level the need and suitability of learning media with refers to the scale achievements are presented in Table 2 and Table 3 below.

Table 2. Criteria level need

Achievement Level	Criteria
81%-100%	Urgently require
61%-80%	Need
41%-60%	Enough need
21%-40%	Less needy
0%-20%	No need

(Diyana Hafizah et al., 2025)

Table 3. Criteria level eligibility

Achievement Level	Criteria
81%-100%	Very worthy
61%-80%	Worthy
41%-60%	Enough worthy
21%-40%	Not worthy
0%-20%	No worthy

(Istiningsih et al., 2021)

## RESULTS AND DISCUSSION

Instructional media Monopoly Krealand which contains PKWU class X material is designed with using the ADDIE model. The results of the Monopoly media design Krealand on every stages the described as following.

### Stage Analysis

Stage analysis is step beginning for identify problems that arise in the learning process. Analysis results the then made into base in designing learning media Monopoly Krealand.

### Learning Process Analysis

Analysis results show that the delivery process the material in PKWU learning in class X-7 of SMAN 9 Semarang City is still depend on use of the included PowerPoint media with learning videos. Not yet available utilization of other learning media that are interactive, so that activity study participant educate tend limited to listening teacher's explanation and taking notes the material presented. In addition that, limitations means learning in the form of projector that does not always can used optimally results in the teacher delivering material through method dictation. Condition this impact on low intensity interaction

between teachers and participants educate even though the teacher has make an effort do mentoring directly in class. Conditions this show the need for learning media interactive that can increase involvement active students in the learning process .

**Analysis Interview with PKWU Teachers**

Based on results interview with the subject teacher PKWU lessons at State Senior High School 9, Semarang City, are known that the media used in learning still limited to PowerPoint and learning videos. Delivery material done through explanation directly by the teacher, and in some cases meeting still implemented method dictation for help participant educate take notes material. the teacher delivers that:

*"Until moment this is my learning media use still in the form of PowerPoint and learning videos. I prefer like If material new delivered while in class compared to with material sent through group WhatsApp class, so that children truly take notes and pay attention delivery material. For learning media based game not yet once applied, but sometimes i do ice breaking so that participant educate no fed up."*

Besides that, eyes PKWU lessons only given to some class X, while class other follow eye lesson Art Culture or Dance Art according to policy school. Condition this cause chance participant educate in get PKWU learning does not evenly, as conveyed by the PKWU teacher that:

*"The PKWU subjects are only taught moment class X, will but No all class get PKWU material because existence policy schools that divide eye PKWU lessons, Arts Culture, and Dance Arts in every class."*

Based on findings therefore, PKWU learning requires capable media support achievement objective learning at a time increase student engagement. Designed media in a way systematic and contextual expected can help teachers deliver material in a way more interesting and applicable in accordance student characteristics. Therefore that, media development based on *game-based learning* in the form of Monopoly Krealand become alternative for support PKWU learning.

**Questionnaire Results Analysis Need Participant Educate**

Questionnaire results student needs are analyzed and presented in a way quantitative in Table 4.

Table 4. Percentage results questionnaire need

Statement	Percentage (%)
Experiences and interest in PKWU learning	80%
Need for learning media interactive and varied	89%
Student interest in learning media game-based	87.5%
Monopoly game requirements Ireland as a learning medium	83.5%
Average percentage overall	85%
Category	Urgently require

Before do analysis needs, validity and reliability tests were carried out to instrument questionnaire need for ensure validity and consistency from instrument questionnaire. Validity test show that all over grains valid statement with coefficient validity 0.447–0.753. Reliability test show mark coefficient of 0.91 which indicates that instrument own level very high reliability (Arikunto, 2013; Sugiyono, 2019).

Based on analysis questionnaire student needs, the average percentage is obtained 85 % of which includes in category in dire need. This result show the need for more learning media interactive and varied. Therefore that, the findings the become base learning media design Monopoly Krealand for support PKWU learning.

**Stage Design**

At the stage design, researcher compile design beginning Monopoly Krealand as a learning medium, including objective games, design board, card questions, cards *rewards* and guides games.

### Objective Krealand Monopoly Game

The Krealand Monopoly game is designed to improve students' conceptual understanding of PKWU material, train students' problem-solving skills, and encourage strategic decision-making through *game-based learning mechanisms*. That, the game this also encourages work the same groups and create atmosphere active, fun and meaningful learning so that increase student involvement in learning.

### Board Design Monopoly Krealand

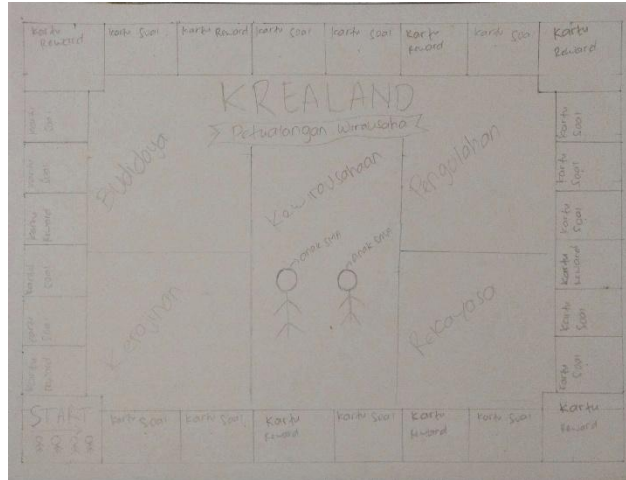


Figure 1. Initial Design of the Krealand Monopoly Board

The initial design of the Krealand Monopoly board was prepared as the initial design stage of the learning media. The game board is designed in a square shape with a game track surrounding the side of the board, adapting the general concept of the Monopoly game to make it easy for students to understand. The center of the board displays the title "Krealand: Entrepreneurial Adventure" as the game's identity. The center area of the board is also divided into several material sections, namely Cultivation, Crafts, Processing, Engineering, and Entrepreneurship. These sections describe the main materials contained in the PKWU subject. In the center of the board there is also an illustration of high school students as a symbol of students who are the main actors in this learning process.

The game track consists of several types of squares, namely the start square, the question card square, and the *reward card square*. The start square serves as the starting point of the game for each player. The 17 question card squares are used as a means to test students' understanding of the PKWU material, while the 10 *reward card squares* provide certain benefits to students. The arrangement of the question card squares and *reward card squares* is done alternately along the game track with the aim of creating game variations. In this game, students play a direct role as game pawns. Overall, the initial design of the Krealand Monopoly board is designed to support an interactive, interesting, and oriented learning process towards achieving PKWU material.

### Card Question Monopoly Krealand

The Krealand Monopoly game is designed with 17 boxes containing question cards. question containing questions that must be asked answered by students when stop at the "card questions" box. Each question card contains material related to the PKWU subject. The material on this question card covers several key aspects of entrepreneurship, namely the concept of entrepreneurship, business opportunities, business planning, business management, business evaluation, and entrepreneurial ethics and responsibilities, which are designed to support the achievement of student competencies.

### Card Reward Monopoly Krealand

The Krealand Monopoly game is designed with 10 boxes containing *reward cards*. *Reward cards* are surprise cards that students receive when they land on the "*Reward Card*" box. These cards serve to increase motivation to play, add to the excitement of the game, and provide strategic advantages for

students.

**Game Guide Monopoly Ireland**

The Krealand Monopoly game guide is presented in Table 5 below.

Table 5. Game Guide

<b>Rule Game</b>	<b>Information</b>
System Game	Game implemented in a way in groups with every group consists of over five participants educate. Distribution role in every group as following: One participant educate play a role as <i>strategist</i> on duty throw dice at a time set game strategy;
Mechanism Game	Four participant educate other play a role as a pawn. At the beginning game all pawns are placed on the start square. <i>Strategist</i> throw dice and move the pawns accordingly with amount eye dice obtained. During game ongoing <i>strategist</i> play a role in determine a strategy so that all pawns can finish game in a way effective, efficient, and maximize acquisition points. Game stated end if all the pawns have return to start box. Capable group finish game in time fastest get points addition by 20 points.
Game Box Rules	Every boxes on the board game containing card question or card <i>reward</i> . If the pawn stops on the box card questions, participants educate must take and answer card question the with provision as following: Answer correct get 5 points; Wrong answers earn 0 points; In answer question participant educate allowed work the same with member group. If the pawn stops on the box card <i>reward</i> , participant educate take card <i>reward</i> and implement instructions printed on the card.
System Evaluation	Acquisition points in game based on: Amount answer correct on the card question; Points additional income earned from card <i>rewards</i> and points addition other.
Determination Winner	All over points earned will accumulated at the end games. Winner game determined based on total accumulation points the highest obtained by each group.

**Stage Development**

This stage is the realization stage of the product design that was prepared in the design stage. At this stage, all components that have been designed are developed into a complete product, namely the Monopoly Krealand learning media for the PKWU subject. The resulting product is then validated by material experts and media experts to assess the suitability of the content, appearance, and suitability of Monopoly Krealand as a learning medium. The results of the developed Monopoly Krealand design are presented in the following figure.



Figure 2. Krealand Monopoly Board

Figure 2 shows a display of the Krealand Monopoly board, which is a development of the initial design.

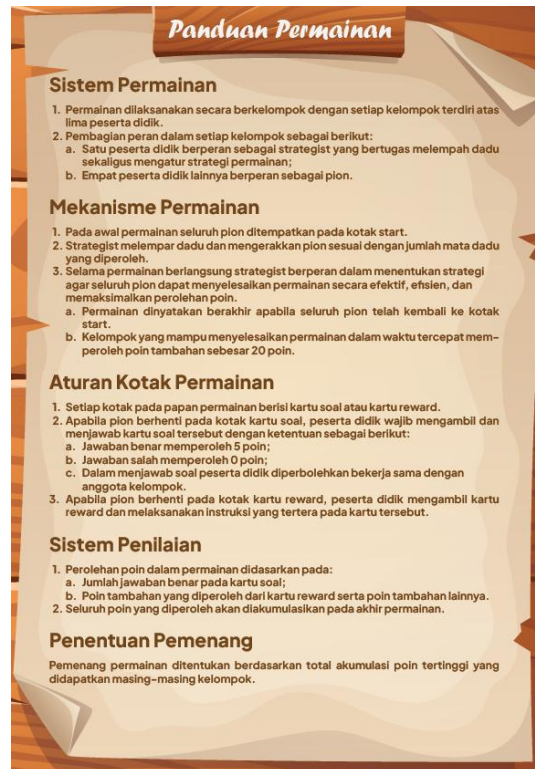


Figure 3. Krealand Monopoly Game Guide

Figure 3 shows the Krealand Monopoly game guide which includes the game system, game mechanisms, game box rules, scoring system, and winner determination.



Figure 4. Monopoly Krealand Question Card and Reward Card

Figure 4 shows the question cards and *reward cards* for the Krealand Monopoly which contain questions and case studies related to the learning material as well as elements of surprise to increase student interest.

### Subject Matter Expert Validation

Validation material done by Choirun Nisa, a PKWU teacher at State Senior High School 9, Semarang City, uses instrument evaluation Likert scale 1–4. Instrument the adapted from study relevant (Kuspiati et al., 2022; Qodariah & Aditya, 2025). Validation this aim evaluate eligibility material on Monopoly media Krealand, with the results are presented in Table 6.

Table 6. Validation by Material Experts

Rated aspect	Score
Compliance material with CP	4
Compliance material with indicator learning	4
Compliance material with TP	4
Compliance material with PKWU context	4
Eligibility material	4
Materials used in game in accordance with level student understanding	4
Language used in material easy understood participant educate	4
Material own level balanced difficulty	4
Adequacy amount question	4
Variation question	4
Clarity instruction Study	4
<b>Average percentage</b>	<b>100%</b>
<b>Category</b>	<b>Very Worthy</b>

Based on results validation expert material, obtained percentage eligibility amounting to 100% which includes very suitable category. The validator suggests adjustment competence base become achievements learning. Following up matter said, the material revised with replace competence base become achievements learning according to the validator's suggestion.

### Media Expert Validation

Media validation is carried out by Pratama Bayu Widagdo, lecturer Fine Arts at Semarang State University, using questionnaire Likert scale 1–4. Instrument validation arranged with adapt study relevant (Kuspiati et al., 2022; Qodariah & Aditya, 2025). Validation This aim evaluate Monopoly media eligibility

Krealand, with the results are presented in Table 7.

Table 7. Media Expert Validation

Rated aspect	Score
Attractive, neat and appropriate design with topic	3
The image presented on the board monopoly interesting and supportive media display	3
Composition colors used harmonious and harmonious	3
Layout element game orderly and easy understood	4
Writing on the board game clear and easy read	2
Size letters on components game Enough big and fit	3
Icons used in accordance with PKWU subjects	3
<b>Average percentage</b>	<b>75%</b>
<b>Category</b>	<b>Worthy</b>

Based on results validation media experts, obtained percentage eligibility by 75% which shows that the media is a monopoly Krealand including category worthy for used with revision. The media expert validator provided suggestions for improvement in the form of insufficient contrast between *the foreground* (icons and text) and *background* on the question cards and *reward cards*, thus reducing readability. The improvement included changing the color combination on the question cards and *reward cards* to make the display clearer and easier to read. The results of the improvement of the question cards and *reward cards* in the Krealand Monopoly media are shown in Figure 5 below.



Figure 5. Revised Question Card and Reward Card for Krealand Monopoly

Figure 5 shows the revised question cards and *reward cards* for the Krealand Monopoly according to the suggestions given by the media expert validator.

Findings study show that material education Monopoly Krealand own level high quality based on analysis student needs and validity. This show that the media developed no only in a way technical good but also works as a teaching strategy relevant alternatives. This related with draft design instructional, which emphasizes harmony objective learning, characteristics students, and the media used in the learning process (Branch, 2009).

The results of the needs analysis, showing a percentage of 85% in the very need category, indicate that students need more interactive learning media than conventional media that are still widely used. The integration of the Monopoly game mechanism with card questions in Monopoly Krealand shows that play activities can serve as a basis for conceptual evaluation. This is in line with the concept of game-based

learning, which shows that elements of challenge, rules, and feedback can increase student engagement in learning (Safitri et al., 2025). Through this mechanism, students not only play but also engage in problem solving and teamwork.

Validation results expert material show very worthy category, so material in game assessed in accordance with objective PKWU learning. Meanwhile that, validation media experts are in the category worthy, but still need improvements to readability text and contrast color. This is show that media development is carried out in a way iterative for produce more media effective and attractive.

With Thus, the results study show that media- based design *game-based learning* in the form of Monopoly Krealand no only produce innovative learning media, but also encourage more PKWU learning interactive and contextual. Through experience study based games, participants educate involved more active so that understanding the concept of PKWU becomes more meaningful.

You are allowed to include tables or figures in your paper. Tables and figures should be included in the body of your paper, not as an attachment. You can use any table format available in word-processing software, but in general your table should approximately look as follow. The contents of your table are of course depend on your need, and it must be typed in 10 font size.

## CONCLUSION

Instructional media Monopoly developed Krealand through R&D method with ADDIE model the model is stated worthy used in PKWU learning. Analysis need show participant educate need more media interactive, while validation expert materials and media confirm media suitability with a number of visual improvements. This media potential support more PKWU learning interactive and enhancing involvement participant educate. However, research this still limited to the stage development and validation, so that study furthermore need test its practicality and effectiveness through stage implementation and evaluation.

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