
Jurnal Penelitian Pendidikan

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Development of Game-Based Game-Based Learning on World War I Materials to Increase the Learning Motivation of Grade XI Students of SMA Negeri 6 Semarang

Adisti Ayuningtyas*, R. Seoharso

Universitas Negeri Semarang, Indonesia

*Corresponding Author: Adistiayuningtyas15@students.unnes.ac.id

Abstract

This research is motivated by the low learning motivation of students in history subjects, particularly in the World War I material which possesses high narrative and chronological complexity. This study aims to develop and test the feasibility of Wordwall-based interactive learning media using a Game-Based Learning approach at SMA Negeri 6 Semarang. The methodology employed is Research and Development (R&D) with the 4D development model (Define, Design, Develop, Disseminate). Data were collected through observations, interviews, and Likert scale questionnaires distributed to 31 eleventh-grade students. Data analysis was conducted using descriptive quantitative methods to measure the media's feasibility level. The results at the Disseminate stage show that the Wordwall media achieved a feasibility rate of 82.39% categorized as Very Feasible. The findings indicate that the use of gamification features and interactivity in Wordwall effectively escalates students' learning motivation and shifts the history learning paradigm towards a more dynamic and students-centered approach.

Keywords: learning media, Wordwall, game-based learning, learning motivation, World War I

INTRODUCTION

The development of world civilization is currently taking place very rapidly in various countries, which is characterized by the use of borderless information systems based on computing and big data. The digitalization of machine-based technology has become increasingly dominant in building connectivity between individuals in different parts of the world. The presence of the Industrial Revolution 4.0 is reflected through various fundamental changes, including changes in basic technology, social aspects, macroeconomics, and other fields. These developments have caused disruption in many areas of human life, including the education sector which has experienced a significant impact (Dito & Pujiastuti, 2021). The Industrial Revolution 4.0 has brought significant changes in the world of work and affected various aspects of life, including the field of education. The development of technology and digitalization is a key element in the Industrial Revolution 4.0 which also affects the way students learn and develop the skills needed to face future challenges. One of the efforts to help students adapt to these changes is through the use of technology in the learning process. The application of educational technology does not only provide benefits for students, but also for teachers and educational institutions as a whole. The use of technology in learning is able to increase efficiency, effectiveness, and quality of learning (Dito & Pujiastuti, 2021).

Education is a very important process in human life. Through the educational process, individuals can gain knowledge, skills, as well as values needed in daily life. Various definitions and theories of education put forward by experts provide diverse perspectives and understandings of the concept of education. However, in essence, experts agree that education is an essential process that plays a role in helping individuals develop themselves and reach their best potential (Mokalu et al., 2022). History

education has an important role in instilling an understanding of the meaning of history as a personality former. Sartono Kartodirdjo in (Hartono, 2018), stated that in the context of nation building, history learning not only serves to convey knowledge in the form of a collection of historical facts, but also aims to foster awareness and develop historical thinking skills in students (Hartono, 2018). History learning has a very important role in the modern era, especially in the midst of the development of the Industrial Revolution 4.0. History learning plays a role in encouraging students to think historically, just like a historian in understanding and analyzing a historical event. Through this process, students can take meaning and make it a life learning in daily life. In practice, history learning is still often considered by students as a subject that emphasizes memorization activities, such as remembering historical figures, the year of the event, and the names of historical events that cause students' lack of motivation in learning history (Handy, 2021). In fact, learning motivation is one of the factors that play a role in determining the success of students in the educational process (Prananda & Hadiyanto, 2022).

The learning needs of students in the midst of rapid technological developments encourage the birth of new concepts in the world of education. The concept emphasizes fun and student-oriented learning. This fun learning is known as Student Centered Learning (SCL), which is a learning approach that puts students at the center of the learning process (Wulandari, 2022). In addition to changes in learning concepts and methods, technological developments have also given birth to various technology-based learning media. Learning media serves to assist educators in conveying concepts that are difficult to explain orally (Hasanah et al., 2023). The use of learning media is very necessary in learning history. History learning includes the study of various things related to what people think, say, do, feel, and experience. In addition, history learning is an activity of studying and interpreting events that occurred in the past (Firmansyah & Kurniawan, 2017). It is undeniable that learning history is often considered boring because it is loaded with the sequence of events and years of events that have taken place hundreds of years ago (Hasanah et al., 2023).

According to an interview conducted by the researcher with one of the history teachers at SMA Negeri 6 Semarang, ideally history learning is done in a fun way like most other learning. But in reality, learning as far as learning at SMA Negeri 6 Semarang, especially in grade XI K, there is a challenge of its own, namely a learning model that is one-way, textual, and relies on memorization even though this learning model is no longer used effectively, so it requires creative learning media and in accordance with the characteristics of students (Fatmawati, 2025), especially in World War I material. World War I material is one of the subjects in history learning in high school that must be mastered by students. This is because the level of students' understanding of the material greatly affects their ability to solve relevant questions (Erdalisna, 2023). Along with the characteristics of today's students who are dominated by generation Z, the presence of internet-based learning media is very helpful, especially in learning history.

One of the learning media that utilizes technology and internet networks is the Wordwall application. According to (Sinaga, 2022), Wordwall is a game-based learning media application that is interactive and provides a variety of game templates that can be used by educators and students for free. Wordwall is a website-based digital platform that can be used by teachers as a medium to create more interesting and interactive learning. Through this platform, teachers can develop various educational games in the form of quizzes that help students learn in a fun way, so that they don't get bored easily and remain enthusiastic in participating in learning activities. In addition, wordwalls can also be used as a means to find out the level of students' understanding of the material that has been studied (Gamayanti, 2021). Based on this description, the purpose of this study is to develop Wordwall-based learning media oriented to World War I materials and to determine the feasibility of media and its influence on the learning motivation of grade XI students of SMA Negeri 6 Semarang.

METHOD

This research uses the Research and Development (R&D) method, which is a type of research that aims to produce a product and test its effectiveness. In addition, this method is used to improve products developed based on predetermined provisions and criteria, so as to produce a quality product through a series of testing stages (Ernawati, 2018). In the development of this learning media, the type of development used is the 4D type developed by Thiagarajan et al., 1974 (in (Hafidha et al., 2022), namely

Definite, Design, Develop, and Disseminate. Here are the steps of the 4D development model:

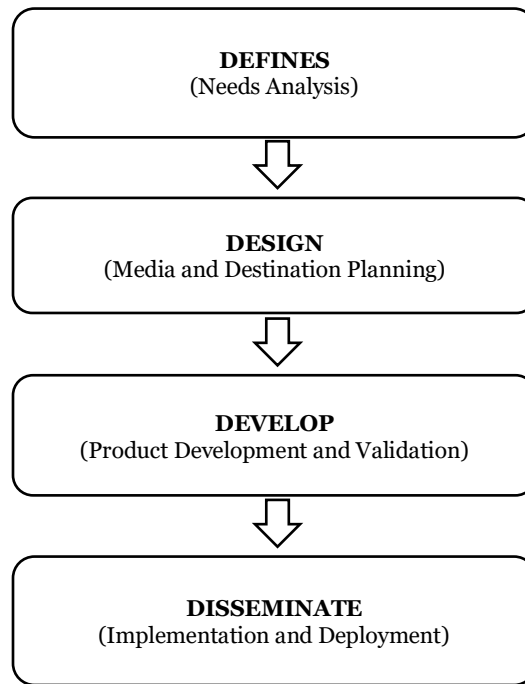


Figure 1. Research Method

The products that have been developed are then validated using validity assessment instruments to determine the level of feasibility and quality of the Wordwall media produced. The validation process is carried out by material experts and media experts before conducting research. The product is declared eligible for use if it has met the validation stage by the two experts and meets the specified eligibility category. In this study, the validation questionnaire of media and material experts was based on a likert scale consisting of a likert scale of 1-4. The likert scale assessment will be calculated with the following formula:

$$\text{Rumus } P = \frac{\text{Jumlah Skor Diperoleh}}{\text{Jumlah Skor Maksimal}} \times 100$$

Table 1. Average interval of validator scoring score

Average Score Interval (%)	Validity Categories
90-100	Excellent
80-89	Good
70-79	Enough
60-69	Less
<60	Very Less

This research was conducted at the school chosen as the location of the research is SMA Negeri 6 Semarang which is located at Jl. Ronggolawe No. 4, Gisikdrono, West Semarang District, Semarang City, Central Java. With the number of students in class XI K as many as 32 students. The assessment in this study uses a likert scale with a score range of 1-5 to measure students' perception of the developed learning media.

$$\text{Rumus } P = \frac{\text{Jumlah Skor Diperoleh}}{\text{Jumlah Skor Maksimal}} \times 100$$

Table 2. Average interval of student questionnaire assessment score

Average Score Interval (%)	Eligibility Criteria
81,25% - 100%	Excellent
62,50% - 81,25 %	Good
43,75% - 62,50%	Enough
25% - 43,75%	Not Good
0-25%	Not Good

RESULTS AND DISCUSSION

Definition

Definition stage or *defines* in the development of 4D is the initial stage or planning stage in the process of developing learning media. At this stage, an analysis of the needs to collect information, set learning goals, determine the theme or topic, the intended goals, and the content to be delivered to students. In addition, at this stage, data collection is also carried out through interviews to analyze needs (Johan et al., 2023). This definition stage aims to determine and explain the needs and gather information related to the aspects that will be developed in the product to be made. Based on the results of the interview, in the history learning process, teachers have used Wordwall learning media in several materials. However, the implementation of masi learning focuses on group activities that tend to be monotonous, so innovation in learning is needed to increase student involvement.

Wordwall was chosen to be developed because it has several advantages. *Wordwall* can be used for *free* in the basic version with a choice of several templates. However, to access additional templates beyond the available ones, users need to make a payment to get access to *Wordwall Pro*. In addition, the media that has been created can be accessed by anyone through shared links, either through WhatsApp, Google Classroom, or other platforms. Another advantage is that the games that have been made can be printed in PDF form, so that they can be accessed online and make it easier for users who experience network problems or limited internet quota.

Design

At the design stage, a design process is carried out which includes media selection, format determination, and preparation of media designs. The design of the Wordwall application was prepared based on the results of a survey through interviews with history teachers to find out the needs related to the design of history learning media, as well as adapted to history materials in high school, especially in advanced materials in grade XI. The initial stage begins with the preparation of the basic concept of Wordwall development which includes determining the form of media, choosing templates, adjusting the materials to be used, and the alignment between templates and historical learning materials and models. After the concept is determined, the Wordwall media design process is then carried out by utilizing a laptop as a supporting means in its development. Figure 2 below is a template available on *the wordwall application*.



Figure 2. Template games on wordwall

The design of Wordwall is focused on the preparation of the content of questions and answers, as well as the selection of the type of game (games). The selection of game types is adjusted to the characteristics of high school students and the relevant level of difficulty, especially for students of grade XI K SMA Negeri 6 Semarang. Cognitive development in late adolescence, especially high school students, is characterized by increasingly complex thinking skills. At this stage, logical and critical reasoning skills are also well developed. Students are able to analyze information in more depth, identify cause-and-effect relationships, and draw logical conclusions based on available evidence. So the types of games used in this study are *Open the box* and *Flip tiles*.

Developing

The development of a wordwall for high school history materials was prepared based on the results of analyzing the needs of students. After the process of entering the content of the questions on the wordwall website is completed, the product developed then goes through the validation stage. Validation includes material validation by experts who are competent in their fields, as well as media validation that covers several aspects, namely aspects of question content, product display, and suitability of questions with the characteristics of grade XI high school students.

The wordwall game product developed has gone through three stages of validation, namely two validation by media experts and one validation by validation material experts, input and suggestions from validators are recorded and used as a basis for product improvements. The results of the first stage of validation by media experts showed that the product obtained a score percentage of 67% with a less category, so revisions were needed for improvement. After repairs, the product was revalidated and obtained a score percentage of 87% with the good category. Meanwhile, the results of validation by material experts showed that the product obtained a score percentage of 92% with the excellent category. Here are the results

Table 3. Results of the 1st Media Expert Survey on Wordwall Learning Media Products (before revision)

ASPECTS	INDICATORS	SCORING				
		1	2	3	4	5
Learning Media Innovation	The Wordwall-based learning media developed has an element of novelty compared to teaching media created by other researchers.				✓	
	It offers an innovative approach by integrating Wordwall gamification for World War I materials, different from conventional media such as PPTs or textbooks.				✓	
	Wordwall media is used not only as an evaluation, but as an interactive learning medium.			✓		
	Wordwall media innovations are in line with the needs of 21st century learning.				✓	
Learning Media Features	The media uses a variety of Wordwall template to support learning.				✓	
	The media is equipped with multimedia features (images, videos, audio) that enrich learning about the events of World War I.				✓	
	This media can be used at various stages of learning.			✓		
	There is an evaluation feature in the form of quizzes/practice questions that students can do directly.				✓	
	Wordwall media helps to present material systematically.			✓		
	The medium allows for the repetition of material in a fun way.				✓	
	Media allows access without the need for additional application installation (simply through a browser/website).			✓		

	The display of the results of the Wordwall game motivates students to learn.			✓		
	Media supports varied and non-monotonous learning.			✓		
Wordwall Website Design	The appearance of the Wordwall website is visually appealing.			✓		
	The selection of fonts (typeface and size) is in accordance with the principle of readability.			✓		
	Wordwall color combinations are convenient to use in learning.			✓		
	The Wordwall display supports students' focus on the material.			✓		
	The Wordwall website is responsive and well accessible.			✓		
	Wordwall design according to the characteristics of high school students.			✓		
Quantity				36	28	
Acquisition score					64	
Value					67%	
Less Criteria					Less	

Based on Table 3, the validation of material experts is carried out by a lecturer who is competent in their field. The assessment includes aspects of question content, product display, and media suitability with the characteristics of grade XI high school students. The validation results show that the Wordwall product has not met the criteria as a learning medium that is suitable for use in schools, so improvement or revision is needed. The results of these improvements are presented in Table 4.

Table 4. Results of the 2nd Media Expert Survey on Wordwall Learning Media Product (after revision)

ASPECT	INDICATORS	SCORING				
		1	2	3	4	5
Learning Media Innovation	The Wordwall-based learning media developed has an element of novelty compared to teaching media created by other researchers				✓	
	It offers an innovative approach by integrating Wordwall gamification for World War I materials, different from conventional media such as PPTs or textbooks.					✓
	Wordwall media is used not only as an evaluation, but as an interactive learning medium				✓	
	Wordwall media innovations are in line with the needs of 21st century learning.				✓	
Learning Media Features	The media uses a variety of Wordwall tamplate to support learning.					✓
	The media is equipped with multimedia features (images, videos, audio) that enrich learning about the events of World War I.				✓	
	This media can be used at various stages of learning.				✓	
	There is an evaluation feature in the form of quizzes/practice questions that students can do directly.					✓
	Wordwall media helps to present material systematically.				✓	
	The medium allows for the repetition of material in a fun way.					✓
	Media allows access without the need for additional application installation (simply through a browser/website).					✓

	The display of the results of the Wordwall game motivates students to learn.					✓
	Media supports varied and non-monotonous learning				✓	
Wordwall Website Design	The appearance of the Wordwall website is visually appealing.				✓	
	The selection of fonts (typeface and size) is in accordance with the principle of readability.				✓	
	Wordwall color combinations are convenient to use in learning.				✓	
	The Wordwall display supports students' focus on the material.				✓	
	The Wordwall website is responsive and well accessible.				✓	
	Wordwall design according to the characteristics of high school students					✓
Quantity					48	35
Acquisition score						83
Value						87%
Less Criteria						Good

Based on Table 4, the results of the validation of media experts after improvements showed an improvement, so that the Wordwall product was declared to be able to be used as a learning medium in schools. Furthermore, Table 5 presents the results of validation from subject matter experts conducted by competent experts. These results show that the use of Wordwall products as learning media is relatively well applied in schools.

Table 5. Results of Material Expert Analysis of Wordwall Learning Material Products

ASPECT	INDICATORS	SCORING				
		1	2	3	4	5
Material Suitability	World War I Material in Wordwall in accordance with the Learning Outcomes (CP) of History for grade XI of high school					✓
	Wordwall content is aligned with the Learning Objectives (TP) about the causes, runs, and impacts of World War I.					✓
	The material supports the competence of SMA Negeri 6 Semarang students in understanding the context of global history.				✓	
	Wordwall integration is relevant to increase the learning motivation of grade XI students.				✓	
	Clarity of World War I material in the form of text.				✓	
	Clarity of the chronological flow of World War I					✓
Compatibility Serving Material	Language Spelling Suitability					✓
	Ease of language for students to understand					✓
	Understanding of European History Material.				✓	
	Grammatical suitability in the presentation of the material.					✓
Usefulness	The material makes it easier for students to understand World War I.					✓
	Compatibility of Wordwall activities with World War I materials.					✓

	Wordwall materials help increase students' motivation to learn.				✓	
	Wordwall material is relevant to high school history learning.				✓	
	Wordwall media is easy for students to use to understand the material.					✓
Quantity						24
Acquisition score						45
Value						69
Less Criteria						92%
					Excellent	

The final product of the wordwall product produced in this study is the result of the development of two templates that have been available, resulting in two types of games in wordwall as shown in Figure 3 and Figure 4 for *open the box* templates, as well as Figures 5 and 6 for *flip tiles* templates.



Figure 3. Wordwall educational media games products with open the box shape



Figure 4. Wordwall educational media games products with open the box shape



Figure 5. Wordwall educational media games products with flip tiles



Figure 6. Wordwall educational media games products with flip tiles

The Wordwall *product* in this study has gone through a feasibility test and received an assessment with a good category and is declared very good to use. The assessment includes several aspects, namely the content of the questions, the appearance of the product, and the similarity with the characteristics of the students. In the content aspect, the preparation of questions must refer to the suitability with the learning material and ensure that there is an appropriate relationship between the questions and the answers provided. Therefore, the development of question-and-answer based games on *Wordwall* not only requires the ability to design media displays, but also requires the ability to compile the quality of questions that are relevant and in accordance with the learning objectives.

Dissemination Stage (Desaminate)

The dissemination stage is the stage of disseminating products or models that have been developed to individuals, groups, or wider systems, the purpose of this stage is so that the products produced can be optimally utilized by users. At this stage, the product that has gone through a validation process by experts is then implemented on a wider scale. After being tested which was carried out on 32 students of class XI K SMA Negeri 6 Semarang.

The implementation of dissemination is carried out through learning activities in the classroom by utilizing Wordwall media as a means of evaluating and strengthening materials. Students are asked to form groups and are asked to answer the questions provided using wordwall media by discussing and delivering the answers that have been obtained in front of the class. During the learning process, the researcher also made observations to observe students' involvement, enthusiasm, and attitudes in using Wordwall media. In addition, students were also given a response questionnaire to find out the level of interest and ease of use of media. The following are the results of the questionnaire filled out by grade XI K students at SMA Negeri 6 Semarang.

Table 6. Results of the Questionnaire on the Response of Students of Class XI K SMA Negeri 6 Semarang to the Use of Wordwall Learning Media to Increase Student Learning Motivation.

Respondents	Number of respondents	Percentage (%)	Criteria
Students of grade XI K SMA Negeri 6 Semarang	32 students	82,39%	Excellent

(Source: Adisti Ayuningtyas, 2026)

Based on the results of the questionnaire disseminated to 32 students of class XI K SMA Negeri 6 Semarang, data of 82.39% was obtained which showed that Wordwall learning media achieved a high level of satisfaction in various aspects. Specifically, the motivation and learning interest aspects received the highest score, which was 82.52%, The increase in the motivation aspect of 82.52% shows that *the leaderboard* feature in the game with *wordwall media* is able to create a positive competitive atmosphere in the classroom. Psychologically, grade XI K students who are in the adolescent stage have a tendency to show their abilities through competition with peers. The use of this game mechanism has been proven to be effective in directing students' competitive attitudes to encourage them to better understand history, followed by the activeness aspect of 82.45% and the media quality aspect of 83.06 (Table 7).

Table 7. Results of Response Questionnaire for Students of Class XI K SMA Negeri 6 Semarang (in detail)

No.	Assessment Aspects	Number of Points	Average score	Introduce yourself	Criteria
1.	Motivation and Interest in Learning	10	4,13	82,52%	Excellent
2.	Activeness and Participation	5	4,12	82,45%	Excellent
3.	Visual Quality and Media Response	5	4,10	82,06%	Excellent
Overall Average		20	4,12	82,39%	Excellent

(Source: Adistia Ayuningtyas)

Referring to the assessment criteria in Table 2, the results obtained show that Wordwall-based learning media is in the very good category. This indicates that the media developed is very effective in increasing students' learning motivation during World War I. Thus, the media has met the criteria for dissemination and can be used in learning history in schools.

In addition, the use of Wordwall media has also been proven to be able to help increase students' motivation towards the material, which is based on the learning results obtained, and encourage student activity during the learning process. Therefore, *Wordwall* is very suitable for use as a learning medium. Not only as an evaluation tool, Wordwall can also be used as a learning resource that supports the learning process interactively.

CONCLUSION

Based on the results of the research and development that has been carried out, it can be concluded that Wordwall-based history learning media with a Game-Based Learning approach on World War I materials is included in the category of very feasible to be used in history learning for grade XI students of SMA Negeri 6 Semarang. This is supported by the acquisition of an average score of 82.39% from the results of the field trial. In detail, this media has proven to be effective in increasing students' motivation to learn, which can be seen from the high level of active involvement and positive responses of students to the interactive elements presented.

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