



Developing Card-Based Spinning Wheel Media via Team Game Tournaments to Enhance Student Learning Activities

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Abstract

The learning process in the 21st century required students to develop critical thinking, collaboration, communication, and creativity skills, which must be supported by creative and innovative learning approaches and tools. This study aims to develop card-based spinning wheel media using the Teams Games Tournament (TGT) model, and to analyze the implementation of the media, students' learning activities, and the practicality of the media. The media consisted of a physical spinning wheel equipped with six types of thematic question cards based on social studies aspects, namely: red cards (punishment), green cards (reward), yellow cards (economics), blue cards (history), purple cards (geography and civic education), and orange cards (sociology). This study employed a research and development (R&D) method using the ADDIE development model. During the media development process, the feasibility of the media was evaluated by content experts, media experts, and practitioners to ensure the quality and effectiveness of the developed product. The findings demonstrated that students' learning activities on the topic of nationalistic values through the TGT model improved significantly. This was evidenced by classroom VIII students' learning activity observation results, which reached 93.53% in the "very active" category. Student learning outcomes also met the minimum competency criteria, with an average score of 93.53%. Therefore, the findings indicated that the development of card-based spinning wheel media was both feasible and practical for use in social studies learning to enhance students' learning activities.

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INTRODUCTION

Technology's rapid advancement has forced education to adapt and innovate. Teaching approaches must alter to satisfy students' different requirements in 21st-century education. First-century learning demands students to communicate, interact, think critically, solve issues, and be creative and innovative Martanto et al., (2021:15). This aligns with the perspective of Puteri & Mintonhari (2022:1542), who argue that in addition to professional teacher competence, the quality of education is determined by various factors, including the availability of adequate learning facilities, a well-structured curriculum, high-quality learning processes, and the utilization of instructional media as a crucial component for enhancing learning quality. Nurfadhillah, (2021:13), defines instructional media as physical or non-physical resources used by teachers to assist students learn. Media helps pupils learn more deeply and extensively.

Furthermore, modern education should be student-centered, emphasizing the active role of students as a key aspect of the learning process (Ardana et al., 2022:408). This is consistent with the Merdeka Curriculum, which focuses on student-centered learning and supports the development of core skills, including critical thinking and problem-solving abilities (Palennari et al., 2023:68). In the Merdeka Curriculum, the learning process refers to three domains of competence: affective, psychomotor, and cognitive. These domains serve as the focus in formulating learning objectives, ensuring that education not only emphasizes academic aspects but also encompasses other skills, such as student engagement and the cultivation of values grounded in Indonesia's foundational principles, Pancasila (Arwitaningsih et al., 2023:456).

In reality, low student participation is still commonly observed in social studies (IPS) classes in eighth grade at SMP Al Islam Klaten. Observations and interviews with IPS teachers indicate that eighth-grade students tend to be passive during lessons. Teachers predominantly employ lecture, question-and-answer, and assignment-based approaches, resulting in a teacher-centered learning process. This is supported

Sofiyana et al., (2025:20), who note that IPS learning is still dominated by conventional methods, such as lectures, which limit student engagement and hinder the achievement of optimal learning outcomes.

Additionally, limited facilities, such as a lack of supporting books and the absence of LCD projectors in classrooms, combined with minimal variation in teaching styles and media utilization, contribute to teachers' reliance on these methods. Consequently, student learning activity remains low. Some students also report that IPS is perceived as boring because lessons often require only task completion and rote memorization. This aligns with Rifai et al. (2023:32-41), who found that IPS learning is often perceived as rigid because it emphasizes theory memorization over practical application, making it less engaging for students.

Interviews with students also revealed that the topic of Nationalism is perceived as particularly tedious. Students indicated that the material is uninteresting, challenging, and requires memorization of dates, places, and chronological events. However, research (Asarega et al., 2023:134) emphasizes that topics on nationalism and national identity play a crucial role in instilling patriotic values, fostering individuals who exhibit civic-minded behaviors as responsible citizens.

Card-based spinning wheel media (SWBK) using the Teams Games Tournament (TGT) model has not previously been developed or implemented at SMP Al Islam Klaten. Learning through the TGT model is easy to implement and engages students through peer tutoring, incorporating elements of play and reinforcement (Ula & Jamilah, 2023:196). Through this model, the media is designed as an innovative and creative learning tool for both teachers and students, while also addressing common challenges such as students' fear, shyness, or hesitation to express opinions publicly.

Previous research has examined the application of the TGT model and its effect on student motivation in IPS, such as the study (Annisa et al., 2024: 112) titled "The Effect of the Teams Games Tournament Cooperative Learning Model on Student Motivation in Social Studies." This study arose from the problem of low student interest in IPS, which negatively impacted motivation. The

results indicated that the TGT model significantly enhanced student motivation in IPS.

These findings are relevant to the current study, which similarly emphasizes active, enjoyable learning that involves student participation. However, the present research further develops learning media integrated with the TGT model, specifically for the topic of Nationalism, analyzed across IPS aspects including history, sociology, economics, geography, and civic education (PKN). This integration allows students to engage in contextual, enjoyable learning while reinforcing values of nationalism and patriotism.

Based on student and teacher problems during learning, SMP Al Islam Klaten teachers need fresh and innovative instructional material to engage students. Card-based media and the TGT model are designed to promote student learning and instill nationalism and patriotism. Therefore, this study seeks to innovate media use in creative learning processes to improve student learning and meet IPS learning objectives. This study aims to: 1) Develop card-based spinning wheel media (SWBK) for nationalism and national identity; 2) Analyze its implementation using the Teams Games Tournament model; 3) Assess the increase in student learning activity; and 4) Assess its practicality.

METHOD

The research method applied in this study was research and development (R&D), referring to the ADDIE model. This study adapted the ADDIE development model proposed Branch, Robert Maribe (2009:23), which comprised five stages: analysis, design, development, implementation, and evaluation. The research was conducted at SMP Al Islam Klaten, with a trial involving 13 eighth-grade students. Data collection techniques included questionnaires, observation, and test instruments. Data analysis was conducted using descriptive quantitative techniques.

Quantitative data were analyzed using mean calculations for validation by content experts, media experts, and social studies subject teachers, and percentage techniques for practicality data from eighth-graders at SMP Al Islam Klaten. To begin the needs analysis, classroom observations and interviews with two social studies teachers and three

eighth-graders provided qualitative data. Media specialists, subject experts, and instructors and students helped modify the product. Qualitative analysis described product development until instructional media were classroom-ready. The following score criteria were used to turn qualitative data into quantitative data to evaluate interactive instructional media.

Table 1. Scoring Criteria

Criteria	Score
Excellent	4
Good	3
Fair	2
Poor	1

Source: Sugiyono, 2019:165

The collected data were then analyzed by calculating the mean score obtained using the following formula (Rahmat et al., 2021:14).

$$P = \frac{\text{Total score obtained}}{\text{Total possible score}} \times 100\%$$

note:

P = Feasibility percentage

After obtaining quantitative data from the mean scores of each instrument item, the scores were converted into qualitative data to determine their feasibility. The assessment of the data, provided by expert evaluators in this study, was based on the product quality assessment criteria outlined (Rahmat et al., 2021:14).

Table 2. Media Feasibility Criteria

Percentage Score	Interpretation
P > 81%	Very Feasible
61% < P ≤ 80%	Feasible
41% < P ≤ 60%	Middle Feasible
20% < P ≤ 40%	Less Feasible
P ≤ 20%	Not Feasible

RESULT AND DISCUSSION

Development of Card-Based Spinning Wheel Media (SWBK)

The researcher employed the five steps of the ADDIE model, as developed by Branch, Robert Maribe, integrated with the Teams Games

Tournament (TGT) learning model. The ADDIE model was utilized to systematically design instructional media, beginning with a student needs analysis and continuing through to the evaluation of its implementation. This aligns with Waruwu (Waruwu, 2024:1227), who notes that the ADDIE model is often preferred in instructional product development because it provides a more systematic and structured process, with each stage evaluated before proceeding to the next.

1) Analysis Stage

The analysis step identifies social studies (IPS) learning issues at SMP Al Islam Klaten and formulates solutions. The analysis stage includes learning needs, learning environment, and instructional content analysis. The pre-study at SMP Al Islam found that teachers employed lectures, debates, and exercises since eighth-graders were still dependent on teachers. Social studies teachers also found that pupils preferred game-based learning, but poor interactive media skills forced them to use textbooks, LKS, and whiteboards.

Monotonous media reduces students' interest and learning activity, highlighting the need for engaging interactive media that can accelerate student understanding. As noted Asyhara and Kamil (Asyhara & Kamil, 2024:5), interactive media not only delivers information but also encourages student engagement. Through spinning wheel media, students are more motivated to express their opinions and ideas, which aligns with Kustandi and Darmawan (Kustandi & Darmawan, 2020:20-21), who emphasize that instructional media clarifies information while enhancing learning outcomes.

To maximize effectiveness, the media should be supported by an appropriate learning model. Therefore, the Teams Games Tournament (TGT) model was selected to address the low learning activity among eighth-grade students. This is supported (Hanafi et al., 2024:189), who assert that TGT provides enjoyable and challenging learning experiences while increasing student motivation and learning activity.

2) Design Stage

The design stage begins with determining the format and form of the media, the production process, selection of materials, arrangement of

components, and finishing. This stage is carried out after defining the learning objectives. The following presents the design of the spinning wheel media.



Figure 1. Spinning Wheels

Figure 1 illustrates the Spinning Wheel, which serves as the game area to determine the question, category, or level of difficulty of the card to be answered by students within the TGT model. The spinning wheel has a diameter of 35 cm with a stand height of 38 cm and is divided into 12 colored sectors corresponding to the designed card categories.



Figure 2. an Example of a Question Card

Figure 2 above illustrates an example of a color card. The color cards in this medium consist of six cards, each measuring 11 × 13 cm and printed on Ivory paper. The red card represents a penalty card, while the green card serves as a reward card. The orange card corresponds to multiple-choice questions based on sociological aspects, containing items related to organizational development, agreements, and policies. The yellow card is designated for short-answer questions based on economic aspects, presenting items concerning the impacts of particular events. The blue card is used for "True–False" questions derived from historical aspects, focusing on figures and events. Lastly, the purple card represents an action card, drawing upon geographical and civic education (PKN) aspects, with questions concerning the locations of events as well as values of nationalism and patriotism.



Figure 3. Score Scale

Figure 3 illustrates the scoring scale to be used throughout the game as an indicator of each team's accumulated score. The team that reaches a score of 100, or the top of the scale, is considered the winner. The scoring scale is designed with bright colors, with each step measuring 25×4.5 cm



Figure 4. Character Miniature

Figure 4 above illustrates the character miniatures, each designed with dimensions of 4×10 cm and numbered from 1 to 5 to facilitate team identification. These miniatures are employed to assist students in marking the scores achieved by their respective teams or groups on the scoring ladder during the course of the tournament.



Figure 5. Teacher and Student Guidebook

Figure 5 presents the teacher and student guidebook, which is designed to facilitate understanding of the gameplay and the use of the SWBK media as an interactive and engaging learning tool within the TGT model. The teacher's guidebook contains instructions for gameplay, scoring rules for the color-coded cards, sample

products, answer keys, and learning evaluations. Meanwhile, the student guidebook provides gameplay instructions specifically adapted to the TGT model.



Figure 6. Product Book

Figure 6 illustrates the developed product design book. The product book is designed with the purpose of introducing, guiding, and supporting the use of the media as a creative and interactive learning tool. The primary objective of this book is to facilitate users' comprehensive understanding of the product specifications, ranging from sample products to the answer keys for the exercises.

3) Development Stage

Subject content, media, and practitioner validation occurred during development. The goal of this stage was to create a final product that had been altered based on expert feedback and small-scale trial data, ready for large-scale implementation. The learning media was very viable, with subject area specialists scoring 85%, media experts 96.05%, and social studies teachers 98.1%. These findings show that the media can teach SMP Al Islam Klaten Grade VIII pupils about nationalism. Thus, validated instructional media improves conceptual understanding, student engagement, and nationalism integration in the classroom.

Teachers say SWBK learning medium motivated Grade VIII students to study social studies. Students engaged with teachers and peers. Education with gaming enhanced passion and removed boredom. Spinning wheel-based media diversifies, engages, and reduces repetition for students (Selfara et al., 2022:80-88).

4) Implementation Stage

This phase involved a small-scale trial aimed at testing the feasibility of the developed media. The trial engaged six students, representing two with

high, two with moderate, and two with low levels of ability. This stratified selection based on prior academic ability was intended to examine differential effects of the media across groups and to determine whether the media was effective exclusively for higher-achieving students or also beneficial for those with lower proficiency (Bahiyyah et al., 2021:438).

The small-scale trial was conducted at SMP Pondok Gratis Klaten, which was selected because it shared similar criteria with SMP Al Islam Klaten and based on recommendations from social studies teachers. Moreover, SMP Pondok Gratis Klaten operates under the same educational foundation and maintains collaboration with SMP Al Islam Klaten.

The practicality questionnaire from the small-scale trial yielded an overall score of 98.47%, indicating that the media is highly practical. Student responses suggested that the SWBK media was enjoyable and engaging for social studies instruction. The validity of the small-scale trial results supported the use of the media in larger-scale trials. This is consistent with the findings of Puteri & Mintohari (2022:1547), whose practicality questionnaire also showed a high percentage, confirming that the product is ready for further testing.

5) Evaluation Phase

The evaluation stage consisted of both formative and summative evaluations. Formative evaluation was carried out through observation of student learning activities and self-assessment after using the media. Summative evaluation, on the other hand, involved pre-test and post-test assessments to measure learning gains among Grade VIII students after engaging with the SWBK learning media.

These findings corroborate (Selbara et al., 2022:80-88), who reported that pre-test and post-test assessments following the use of spinning wheel media provide evidence of improved learning outcomes. As Wardana et al. Noted, learning outcomes are a key indicator of student achievement (Wardana et al., 2025:182). Additionally, the evaluation phase in this study incorporated revisions to earlier stages, drawing on expert suggestions and feedback to refine the SWBK media and enhance its effectiveness and feasibility as a pedagogical tool.

Implementation of the Card-Based Spinning Wheels Media

This research and development work uses card-based spinning wheels media with the TGT paradigm to educate nationalism. Field testing was done with SMP Al Islam Klaten Grade VIII students. Phases of the TGT concept included material presentation, group division, tournament, and group prizes. In the first phase, the social studies teacher taught nationalism to develop patriotism. The distribution included animated movies to help students understand. This agrees with Wardana et al., (2025:184), who say interactive animations help pupils remember and understand content.

Next, the teacher formed three four-to-five-student groups. Grouping by academic aptitude, gender, learning styles, and character attributes ensured diversity and encouraged collaboration and healthy competition. This learning style focused on tournaments where students competed constructively through gameplay. Each group received a character token for identification, and accurate responses earned points until one group reached 100. The teacher then awarded the winning group based on points, motivating them. Rewards make studying more entertaining and boost student engagement, according to Sazidah et al. (2023:831).

Observation results demonstrated an increase in both student activity and engagement among Grade VIII participants at SMP Al Islam Klaten. During the tournament, students played in an orderly and supportive manner; even when faced with penalty cards, groups remained cohesive in completing tasks. This indicates that the tournament structure fostered a positive, competitive, and enjoyable learning environment, thereby elevating learning motivation. Consistent with (Camilla et al., 2024), the TGT model is designed to cultivate comfort, responsibility, self-confidence, mutual respect, discipline, cooperation, and active participation among students.

Moreover, the use of question cards facilitated comprehension of the subject matter, while the tournament structure trained students in discipline and responsibility through adherence to rules. This finding supports (Azhari & Sarwi, 2025:283), who concluded that TGT effectively

enhances both material understanding and student motivation through academic competition, while also balancing individual accountability with group collaboration. Thus, the integration of TGT with card-based spinning wheels (SWBK) successfully optimized student participation across cognitive, affective, and social domains.

Enhancement of Learning Activities

Classroom observations during social studies showed that Grade VIII students did more learning activities. The large-scale trial's percentage improvement in student learning activities before and after card-based spinning wheels (SWBK) media adoption is shown below.

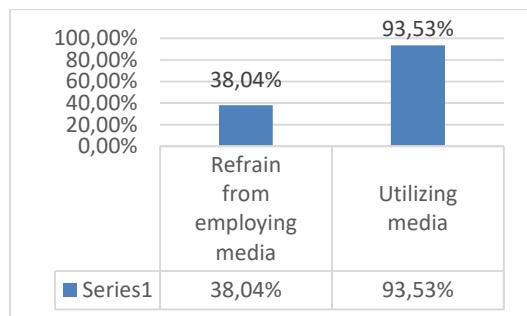


Figure 7. Enhancement of Students' Learning Engagement

Figure 7 illustrates that Grade VIII students were more active with TGT learning model and SWBK media, from 38.04% to 93.53%. These data demonstrate that instructional media enhances students' cognitive, emotive, and social experiences in social studies, unlike lecture-based strategies. Traditional lectures are one-way, so students listen and take notes. Card-based spinning wheels (SWBK) are an instructional game that requires concentration, participation, and collaboration to solve questions.

Mental exercises showed that all pupils answered questions correctly during the event. Moderate and low-achieving pupils participated in the competition. These kids used recall, reflection, and team discussion to solve the card question after spinning the wheel. Syadzia & Firdaus (2025:530) note that the TGT model encourages intergroup competition while holding members accountable for group achievement.

Emotionally, children were enthusiastic about learning with SWBK media. They were quick to collect points and answer questions while other groups failed, showing significant motivation to win the tournament. Before the teacher redirected the question to another group, the kids were supportive and patient, letting their peers speak first. This supports (Fakhriyah & Baalwi, 2025).

who found that the TGT model maximizes knowledge acquisition, collaboration, mutual support, and group member appreciation. Visual (observing and attending to the teacher), listening (attending to the learning process), oral (asking questions and responding), and writing (note-taking) activities also showed high student interest and participation in SWBK social studies lessons. Students preferred game-based instructional material over lectures because it helped them understand. According to Alifah (Alifah et al., 2023), educational games drive students to actively participate and engage deeply with the learning material.

Following the implementation of the SWBK media in social studies instruction, Grade VIII students were administered a post-test to measure the achievement of the learning objectives and to determine whether the media effectively supported students' comprehension of the material. The following presents a comparison of the pre-test and post-test results of Grade VIII students at SMP Al Islam.

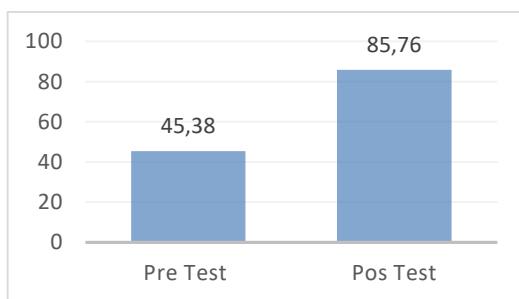


Figure 8. Enhancement of Students' Learning Outcomes

Based on Figure 8 above, there is a notable improvement in students' learning outcomes on the topic of Nationalism of the Nation. This finding demonstrates that the card-based spinning wheel (SWBK) media facilitates students' mastery of social studies (IPS) material and contributes to the

enhancement of learning outcomes among Grade VIII students at SMP Al Islam Klaten.

Prior to the implementation of the media, students obtained an average pre-test score of 45.38, indicating that their performance did not meet the Minimum Mastery Criteria (KKM). However, after applying the card-based spinning wheel media, the students' average post-test score increased to 85.76, demonstrating that the learning outcomes had met the KKM and that the instructional objectives were successfully achieved. This result is further supported by Murtiana et al., (2022:1534), who assert that when students' achievement percentage exceeds 80%, it indicates good learning outcomes, with the level of success categorized as "good." In other words, students are able to master approximately 80–89% of the instructional material delivered.

Practicality of the Card-Based Spinning Wheel Media

The practicality questionnaire was administered to evaluate teachers' and students' responses toward the developed card-based spinning wheel media. The results indicate that the media is effective, interactive, efficient, and creative, as well as practical for use in social studies (IPS) instruction. The following figure presents a comparison of the practicality percentage results as assessed by students and teachers at SMP Al Islam Klaten.

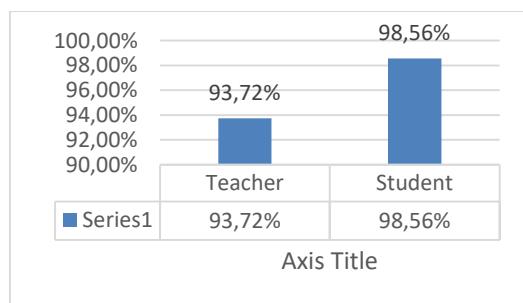


Figure 9. Average Practically Score of the Media

Figure 9 illustrates that teachers and students considered card-based spinning wheel media interesting, interactive, efficient, innovative, and practical for Social Studies (IPS) learning. Teacher scores averaged 93.72%, student 98.56%. The media's practicality is confirmed by students' 93.72% "very good" self-assessment throughout learning. This reveals that tournament-based card-

based spinning wheels (SWBK) increase student attitudes throughout learning. The practice made learning fun and developed character qualities that affected kids' futures. At the event, students exhibited respect for other groups, teamwork, responsibility, honesty in answering questions, and kindness in presenting their opinions. Social Studies education aims to develop students who are sensitive to social issues, skilled in problem-solving, and optimistic about addressing social inequalities (Nafisah & Ghofur, 2020). SWBK media supports constructivist theory, which promotes active learning. Piaget believed that children learn through direct experience and environmental interaction (Masgumelar & Mustafa, 2021:55). Azzahra et al., (2025:65-66) emphasize the teacher's position in constructivism as a facilitator who fosters curiosity, collaboration, and diversity. Students become the primary agents of learning.

CONCLUSION

This development research produced an interactive instructional medium, the card-based Spinning Wheels (SWBK), designed for the topic of national patriotism. The SWBK was proven to be highly feasible and practical for Social Studies (IPS) learning. Validation results showed high feasibility scores from material experts (85%), media experts (96.05%), and teachers (98.1%). Field testing with Grade VIII students at SMP Al Islam Klaten demonstrated that SWBK effectively increased learning activities (93.53%), improved learning outcomes beyond the minimum mastery criteria (KKM), and fostered students' nationalism through the Team Games Tournament (TGT) model. Both students (98.56%) and teachers (93.72%) rated the media as highly practical, indicating that SWBK is easy to use, engaging, and effective in enhancing the Social Studies learning process. Students assigned an average practicality score of 98.56%, while teachers provided an average score of 93.72%. These results indicate that the SWBK media is not only easy to implement and organize but also highly effective in supporting the Social Studies learning process.

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