



Influence of Quartet Card Media on Students' Learning Interest in Social Sciences Subjects of Grade VII at SMP Negeri 21 Samarinda

Pitriyani Ramli✉, Rizal Izmi Kusumawijaya

Universitas Mulawarman, Indonesia

Article Info

History Articles

Received:

21 June 2026

Accepted:

29 June 2026

Published:

29 June 2026

Keywords:

Learning Media; Social Studies

Learning; Quartet Card Media

Abstract

This research was motivated by the low learning interest of students in Social Studies subjects at SMP Negeri 21 Samarinda, caused by the dominance of lecture methods and the use of textbooks. This study aims to determine the effect of using quartet card media on the learning interest in Social Studies of Grade VII students at SMP Negeri 21 Samarinda. This research uses a quantitative method with a quasi-experimental design (Nonequivalent Control Group Design). Data analysis techniques used the Independent Sample T-Test and Effect Size test with the help of SPSS version 29. The results showed a significance value of $0.001 < 0.05$, so H_0 was rejected and H_a was accepted, and the Effect Size test produced a value of 0.835, which falls into the high effect category. The novelty of this research lies in three aspects: (1) the application of quartet card media in Social Studies learning at the junior high school level, a context that is still limited. (2) This research contributes theoretically by operationalizing learning interest indicators—interest, attention, engagement, and enjoyment—within the framework of game-based learning to enrich the understanding of how interactive media fosters students' learning interest. (3) methodological contribution through the use of the Effect Size test to measure the magnitude of the effect, which is still rarely applied in similar studies. The contribution of this research is to provide an alternative learning media for teachers to foster students' interest in learning Social Studies.

✉ Correspondence address:

Jl. Cendana No. 39, Samarinda, Kalimantan Timur

E-mail: yanif5228@gmail.com

p-ISSN 2252-6889

e-ISSN 2502-4450

INTRODUCTION

Education plays an important role in human life to achieve a better life in today's modern era. Education aims to develop and improve the quality of human resources, especially students, to become individuals who are devout, have noble character, are knowledgeable, creative, independent, and responsible. As stated in the 1945 Constitution of the Republic of Indonesia Article 31 paragraph (1), every citizen has the right to education.

However, the quality of education in Indonesia still faces various challenges, one of which is the low learning interest of students towards certain subjects, one of which is Social Studies (IPS). Social Studies (IPS) is one of the important subjects in the basic education curriculum in Indonesia. IPS not only serves as a science that teaches knowledge about society, the environment, and relationships between humans, but also contributes to shaping students' character and social skills. Through Social Studies learning, students are expected to be able to understand social dynamics, develop critical attitudes, and foster awareness of national values (Saputri et al., 2025).

However, in reality, students consider Social Studies as a boring subject because the learning is less interactive and only relies on textbooks (Maulida & Ismaya, 2024). Based on research, the dominant lecture method in Social Studies lessons can cause students to lack enthusiasm, low participation, and unsatisfactory learning outcomes (Annisa, 2022).

Similar problems were also found at SMP Negeri 21 Samarinda. Based on the results of initial observations conducted by the researcher, it was known that Social Studies teachers in Grade VII had never used interactive and innovative learning media during the teaching and learning process, except for textbooks and the lecture method. This has an impact on the learning process which tends to be monotonous and less attractive to students. Students become passive, only listening to the teacher's explanation, taking notes, and occasionally answering oral questions. As a result, students easily feel bored and lack enthusiasm in following the lessons, which ultimately impacts the low learning interest of students in Social Studies subjects. Although various studies have been conducted to

increase student learning interest, there are still limitations in the application of innovative and interactive learning media at the Junior High School (SMP) level, especially in Social Studies subjects.

Learning interest is a psychological factor that significantly influences student success in the learning process. According to Slameto (2015), learning interest is a persistent tendency in students to feel interested in a particular field or material and to feel happy to learn it. Learning interest does not appear naturally but grows through understanding, experience, and environmental influences during the learning process. Slameto (2015) identified four indicators of learning interest, namely: (1) feelings of pleasure, (2) student interest, (3) student attention, and (4) student involvement. Students who have high learning interest will show disciplined, diligent, and enthusiastic attitudes in participating in learning, as well as being able to complete tasks with full responsibility.

This theoretical framework is reinforced by international perspectives. Hidi and Renninger (2006) proposed a four-phase model of interest development, which explains that interest can develop from situational interest triggered by the environment (*triggered situational interest*) into deep individual interest (*well-developed individual interest*). In the context of learning, interesting and interactive media can serve as a trigger for students' situational interest, which then has the potential to develop into more stable interest if supported by positive and sustainable learning experiences. Therefore, the selection of appropriate learning media is key in fostering student learning interest from the outset.

Game-based learning has been recognized as an effective approach to enhancing student engagement and learning outcomes. Several studies have shown that educational games, whether digital or non-digital, can increase student activeness and learning interest (Viluant & Ramadhan, 2026; Haresa et al., 2024). Purwaningsih and Andriani (2025) also found that the development of interactive game-based learning media using quartet cards was effective in improving student understanding, with an average increase from pretest to posttest of 36.79%. Other research by Farida, Sriyanto, and Demirdag (2025) showed that

problem-based learning combined with games can improve collaboration skills and learning outcomes in Social Studies subjects at the junior high school level.

Therefore, there is a need for interactive and innovative media to support Social Studies learning. One attractive teaching media is quartet cards. Quartet card media is a learning media in the form of cards consisting of several picture cards, each containing information in the form of writing that explains the content of the image (Lisnawati et al., 2019). According to Izza (in Isnainia et al., 2023), the use of quartet media in learning can foster students' interest and attention in learning, as well as help students understand and communicate what they learn in the cards. Thus, it can be said that by using quartet card media, students will not feel bored during the learning process, because students are required to be active and reactive.

Although various studies have been conducted to increase student learning interest through learning media, there are still limitations in the application of innovative media at the junior high school level, particularly in Social Studies subjects. Previous research on quartet card media has been conducted more extensively at the elementary school level (Ap et al., 2022; Yasin & Susanti, 2023) or in Science and Civics subjects (Isnainia et al., 2023; Hidayah et al., 2025). Research at the junior high school level in Social Studies subjects remains very limited, especially on factual and conceptual material such as prehistoric human adaptation.

Furthermore, previous studies have tended to measure the effect of quartet card media on learning outcomes or learning motivation, without specifically examining its impact on the four dimensions of learning interest as formulated by Slameto (2015) and Hidi & Renninger (2006). Thus, there is a research gap that needs to be filled, namely: (1) there are not many studies examining the effectiveness of quartet cards in Social Studies learning at the junior high school level, (2) no study has specifically measured the effect of quartet cards on the four dimensions of learning interest simultaneously, and (3) no similar study has been conducted at the research location, SMP Negeri 21 Samarinda.

This research offers novelty through theoretical, contextual, and methodological contributions. Theoretically, this study enriches the study of learning interest by empirically testing the effect of quartet card media on the four indicators of learning interest proposed by Slameto (2015)—feelings of pleasure, interest, attention, and student involvement—and linking it to the interest development model of Hidi and Renninger (2006). Contextually, this study applies quartet cards to prehistoric human adaptation material—an abstract and factual Social Studies topic that has rarely been explored using a game-based learning approach at the junior high school level. Methodologically, this study employs a quasi-experimental design with strict statistical controls (prerequisite tests: normality, homogeneity) to ensure the validity of the findings.

Based on the background above, the researcher is interested in conducting a study entitled "Influence of Quartet Card Media on Students' Learning Interest in Social Sciences Subjects of Grade VII at SMP Negeri 21 Samarinda." This study aims to determine the effect of using quartet card media on students' learning interest in Social Studies subjects for Grade VII at SMP Negeri 21 Samarinda. This research is expected to provide a practical contribution for Social Studies teachers as an alternative innovative and interactive learning media, as well as a reference for future researchers interested in developing similar media.

METHOD

This study used a quantitative approach with a quasi-experimental Nonequivalent Control Group Design. This design involved two groups: an experimental class and a control class, without random assignment. Both groups were given a pretest before the treatment and a posttest after the treatment.

The study population was all seventh-grade students at SMP Negeri 21 Samarinda. The sample was selected using a purposive sampling technique with certain considerations, thus selecting class VII A as the experimental class (34 students) and class VII E as the control class (34 students).

The experimental class was given a treatment using quartet cards, while the control class used

lecture and textbook methods. The treatment was carried out in one meeting. The data collection instrument was a learning interest questionnaire developed based on Slameto's (2015) theory with four dimensions: interest, attention, involvement, and enjoyment, broken down into 37 items on a Likert scale of 1–5.

Before use, the instrument was tested for validity using Pearson Product Moment correlation on 22 students outside the sample. The results showed that 37 items were valid and 13 were invalid. The reliability test using Cronbach's Alpha yielded a value of 0.966, indicating the instrument's reliability.

Data analysis techniques included: (1) prerequisite tests (Shapiro-Wilk normality and Levene's homogeneity tests), (2) descriptive statistics (means), (3) initial equivalence tests (Independent Sample T-Test on pretest scores), (4) hypothesis testing (Independent Sample T-Test) to determine the effect of the quartet cards on learning interest, and (5) effect size tests using Cohen's *d* to measure the magnitude of the effect. All analyses used SPSS version 29.

RESULT AND DISCUSSION

Instrument Validity

Before being used for data collection, the learning interest questionnaire instrument was tested for validity. The instrument trial was conducted on 22 students outside the research sample. Validity testing used the *Pearson Product Moment* correlation technique with the help of SPSS version 29. Based on the number of trial respondents ($n = 22$) and a significance level of 5%, the *r*-table value used was 0.423.

The decision-making criteria in this validity test were as follows: if $r\text{-count} > r\text{-table}$, the item was declared valid; if $r\text{-count} \leq r\text{-table}$, the item was declared invalid.

Of the 50 statement items tested, 37 items were declared valid ($r\text{-count} > 0.423$) and 13 items were declared invalid ($r\text{-count} \leq 0.423$). The invalid items were numbers 3, 5, 7, 9, 18, 20, 21, 25, 26, 28, 33, 36, and 37. These invalid items were not used in the study and were removed from the final instrument.

Table 1. Instrument Validity Test Results

Aspect	Number of Items	Description
Items tested	50	Initial items before validity test
Valid items	37	instruments used
Invalid items	13	3, 5, 7, 9, 18, 20, 21, 25, 26, 28, 33, 36, and 37

The invalidity of several items can be attributed to the following factors: (a) ambiguous wording of statements that resulted in varied interpretations among respondents, (b) low item discrimination power that failed to differentiate between students with high and low levels of learning interest, and (c) inconsistency of items in measuring the intended indicators of learning interest (Azwar, 2012). To ensure the instrument's accuracy, the researcher confirmed that the 37 valid items continued to represent all dimensions and indicators of learning interest as outlined in the instrument grid.

Instrument Reliability

Reliability testing was used to determine whether the instrument used provides the same or consistent results if done repeatedly and produces the same results, then the questionnaire statements are declared reliable and the data can be used for further research. Reliability testing used Cronbach's Alpha with the help of SPSS version 29, presented in Table 2 below.

Table 2. Reliability Test

Cronbach's Alpha	N of Items
0.966	37

Based on Table 2, the Cronbach's Alpha coefficient obtained was 0.966. This value indicates that the instrument has very high reliability. However, an extremely high value (above 0.90) should be interpreted with caution as it may indicate redundancy among items (Tavakol & Dennick, 2011), meaning that some items may measure similar aspects of the construct, leading respondents to provide consistent answers across most items.

In this study, the high reliability coefficient is likely attributed to several factors. First, the instrument grid was developed based on a unified theoretical framework (Slameto, 2015), which ensured that items within each dimension share a consistent direction and high internal consistency. Second, all questionnaire items were positively worded, which may have contributed to response consistency. Third, the relatively homogeneous characteristics of the subjects (Grade VII students) may have also reduced the variability of responses.

Nevertheless, the instrument remains suitable for use since all items had been tested for validity and were declared valid, and each dimension was represented by 9–10 items. The researcher also reviewed the wording of items to ensure that no substantial duplication of meaning existed.

Data Analysis Results

Results of the pretest and posttest of students' learning interest in Social Studies subjects. In the first meeting, the researcher gave a pretest with the aim of knowing the students' initial learning interest in Social Studies. After the pretest implementation, at the next meeting the researcher provided treatment to the control class and experimental class. In the third meeting, a posttest was given to determine whether there was an effect of using quartet card media in learning. The results are presented in Table 3 below.

Table 3. Mean Test

Data Statistics	Pretest		Posttest	
	Experimental Class	Control Class	Experimental Class	Control Class
N	34	34	34	34
Minimum	115	113	123	114
Maximum	157	153	173	158
Average	131,70	131.76	147.14	138.08

Based on the Pretest results in Table 3, the experimental class students with a total of 34 students obtained an average score of 131.70, while the control class with 34 students obtained an average score of 131.76, so the difference in Pretest scores between the two classes was 0.06. Based on

the Posttest results in Table 3, it shows the test results for the experimental class students' interest with an average of 147.14, while the control class obtained an average score of 138.08, so the difference in Posttest scores between the two classes was 9.06.

Normality Test

The normality test was conducted to test whether the data obtained were normally distributed or not. The normality test used the Shapiro Wilk formula and was tested using SPSS version 29. To determine whether it is normal or not, if the sig. value > 0.05 , then the data is normally distributed, and if sig < 0.05 , it can be said to be abnormal. The results of the homogeneity test calculation are presented in Table 4 below.

Table 4. Normality Test Results

Test of Normality				
	Class	statistic	df	sig
Interest in Learning	Pretest Control	.975	34	.615
	Posttest Control	.945	34	.087
	Pretest Experimental	.957	34	.203
	Posttest Experimental	.980	34	.761

Based on the data obtained in Table 4, the normality test results show that the Pretest and Posttest data for both the control and experimental classes have sig values > 0.05 , indicating that the Pretest and Posttest data are normally distributed.

Homogeneity Test

The homogeneity test is conducted to determine whether the data from the control and experimental class research samples have the same variance or not. A distribution is said to be homogeneous if the significance level is > 0.05 , while if the significance is < 0.05 , the distribution is said to be non-homogeneous. The results of the homogeneity test calculation are presented in Table 5 below.

Table 5. Homogeneity Test Results

Test of Homogeneity of Variances			
Homogeneity Test	df1	df2	sig

<i>Uji Levene's</i>	1	66	0.265
---------------------	---	----	-------

Based on the calculation results in the table above, the homogeneity test results can be seen from the sig value of $0.265 > 0.05$, so it is concluded that the data is declared homogeneous.

Hypothesis Test

The hypothesis test used the Independent Sample T-Test, which is used to determine whether there is an effect of quartet card media on students' learning interest in Social Studies subjects or not. This test was conducted with the help of SPSS version 29, using the Independent Sample T-test formula, and is presented in Table 6 below.

Table 6. Hypothesis Results

Hypothesis Test	t	df	Sig. (2-tailed)/two sided p	Conclusion
Independent Sample T-test	3.445	66	0.001	Ha accepted

Based on the sig value of $0.001 < 0.05$, thus H_0 is rejected and H_a is accepted. This means that there is an effect on the use of quartet card learning media.

Effect Size Test

The Effect Size test is used to determine the magnitude of the effect of a treatment. This test was conducted by calculating Cohen's d using the effect size formula and calculated using SPSS version 29. The results are presented in Table 7 below.

Table 7. Effect Size

Variable	Indicator	Point Estimate	Category
Interest in learning	Cohen's d	0.835	High Effect

Based on Table 7 above, the effect size test results using Cohen's d formula show a point estimate value of 0.835. When viewed based on the effect size interpretation table, the resulting value indicates that the treatment conducted by the researcher provides a very high effect. This means that Social Studies learning using quartet card media has an effect with high effect results on the learning

interest of Grade VII students at SMP Negeri 21 Samarinda.

This study aimed to determine the effect of quartet card media on students' learning interest in Social Studies subjects for Grade VII at SMP Negeri 21 Samarinda. Based on the results of data analysis, it was found that the use of quartet card media had a significant effect on increasing students' learning interest. This is evidenced by the average posttest score of the experimental class (147.14), which was higher than that of the control class (138.08), as well as the results of the Independent Sample T-Test which showed a significance value of $0.001 < 0.05$. Thus, H_a was accepted and H_0 was rejected, meaning that there is a significant effect of using quartet card media on students' learning interest.

This finding is consistent with previous research conducted by Isnainia et al. (2023), which stated that quartet card media can foster students' interest and attention in learning, as well as help students understand the material they are learning. Similarly, research by Ap et al. (2022) on elementary school students also proved that quartet card media significantly affects interest in learning Social Studies. However, this study makes a novel contribution by applying quartet card media at the junior high school level with Social Studies material that is factual and conceptual, specifically the material on prehistoric human adaptation.

The Effect Size test results (Cohen's d) of 0.835 indicate that the effect of quartet card media falls into the high effect category. This means that the media not only has a statistically significant effect but also has a substantial practical impact in increasing students' learning interest. The magnitude of this effect is thought to be caused by several factors.

First, quartet card media is able to create a pleasant learning atmosphere. Through card games, students are actively involved in the learning process. This is consistent with the attention and affective functions of learning media proposed by Levie and Lents in Arsyad (2015), which state that visual media can attract and focus students' attention, as well as influence students' feelings and attitudes, making learning more enjoyable. Students who feel happy will be more motivated to continue learning (Khasanah, 2022).

Second, quartet card media encourages active student involvement. In this game, students do not only listen to the teacher's explanation, but also engage in various activities such as observing cards, discussing with group members, mentioning information, and exchanging cards. This process aligns with the benefits of learning media proposed by Nasution in Nurrita (2018), that students can engage in more learning activities because they not only listen to the teacher's explanations but also other activities such as observing, doing, demonstrating, and acting out. Thus, students construct their own knowledge through direct experience (*learning by doing*).

Third, quartet card media helps students understand factual and abstract material. The material about prehistoric humans, subsistence patterns, technology, and culture in the prehistoric era is rich in factual information and rote memorization. Through quartet cards, this lengthy information is presented in a concise, illustrated, and structured format, making it easier for students to remember and understand the material. This aligns with the cognitive function of visual media proposed by Levie and Lents in Arsyad (2015), that visual media helps students organize information and recall it. This process is also reinforced by cognitive theory, which states that the simultaneous use of images and text can improve information retention (dual coding theory).

Fourth, quartet card media creates positive social interaction in the classroom. Learning through heterogeneous groups allows students to help each other and exchange information. This is consistent with Vygotsky's social learning theory, which emphasizes the importance of social interaction in the learning process (*zone of proximal development*). This positive social interaction is one of the external factors that influence students' learning interest, as expressed by Saragih et al. (2024).

In contrast, the control class, which used the lecture method and textbooks, showed different results. Learning in the control class tended to be monotonous and passive because students only listened, took notes, and occasionally answered oral questions. There was no variation in activities that involved students' physical and psychological

activeness. As a result, students easily felt bored and lacked enthusiasm in following the lessons. This aligns with the findings of Maulida and Ismaya (2024) and Annisa (2022), which stated that Social Studies learning is often considered boring because it is less interactive and only relies on textbooks. The low increase in learning interest in the control class was also reflected in the average posttest score, which only reached 138.08, lower than the experimental class.

CONCLUSION

Based on the research results and discussion that have been described, it can be concluded that before conducting the treatment in Grade VII at SMP Negeri 21 Samarinda in Social Studies subjects, teachers had never used interactive learning media, the learning tended to be monotonous and less interesting, causing students to become passive, bored, and less enthusiastic in following Social Studies lessons. The use of quartet card media in Grade VII Social Studies lessons was carried out by beginning with apperception to determine students' prior knowledge and attract students to think; second, students were divided into several groups consisting of 4-5 people and the teacher explained the game rules and explained the basic material to make it easier for students to find the cards they were looking for; third, the teacher helped and guided students who had difficulty playing the quartet cards; fourth, the teacher and students conducted reflection and reinforcement of the material from the cards obtained and conducted question and answer to deepen students' understanding.

Furthermore, there is a significant effect of using quartet card media on students' learning interest in Social Studies learning for Grade VII at SMP Negeri 21 Samarinda. This is evidenced by the results of the Independent Sample T-Test with the help of SPSS version 29, which obtained a t-count value of 3.445 and a significance (2-tailed) of 0.001. Because the value of $0.001 < 0.05$, H_0 is rejected and H_a is accepted. Furthermore, the effect size test results (Cohen's d) obtained 0.835, which falls into the high effect category. Thus, quartet card media has been proven effective and has a substantial effect in increasing the Social Studies learning

interest of Grade VII students at SMP Negeri 21 Samarinda.

REFERENCES

- Adhim, M. S., Aufa, M. A., Ohoiwutun, Y. T., & Rato, D. (2024). Problematika penegakan hukum terhadap praktik black campaign dalam pemilihan umum. *Jurnal ISO Jurnal Ilmu Sosial Politik Dan Humaniora*, 4(2). <https://doi.org/10.53697/iso.v4i2.1967>
- Afiandi, M. T., Putra, D. R., Riskanda, M. S., Novalia, S., Info, A., Islam, K., & Z Syar, S. (2026). Pemikiran politik al mawardi tentang kepemimpinan negara. 02(11). <https://doi.org/10.33650/joki.v4i2>
- Akbar, F., Faza, A. M., & Syahriza, R. (2025). Politicization of Hadith in the media: Analysis of the use of religion as an instrument for political campaigns. *Values.*, 2(1), 127–145. <https://doi.org/10.61166/values.v2i1.58>
- Arditama, E., Lestari, P., & Munandar, M. A. (2024). Political ethics in Indonesia: A study of political ethics of digital citizenship in the 2024 election. *Journal of Educational Social Studies*, 13(1), 1–9. <https://doi.org/10.15294/jess.v13i1.1492>
- Di, P., Pemilu, T., Kasus, S., Media, D.I., Lambung, U., & Ulm, M. (2025). Jurnal edu research Indonesian institute for corporate learning and studies (HCLS) Page 860. 6, 860 – 869. <https://doi.org/10.47827/JER.V6I2.887>
- Dzulfikri, R., Rianti, K. A., & Hidayatullah, A. F. (2020b). Filsafat Sebagai Ruang Introspeksi dalam Menyikapi Isu Politisasi Agama. *Jurnal Tapis Jurnal Teropong Aspirasi Politik Islam*, 16(1), 53–64. <https://doi.org/10.24042/tps.v16i1.6821>
- Ferawati, A. U., Setyowati, D. L., & Husain, F. (2025). The Influence of social media on problem solving abilities through digital literacy in adolescents, 14(2), 99 – 106 <https://doi.org/10.15294/jess.v14i2.16018>
- Firmansyah, M. (2025). Analisis Bentuk Kampanye Negatif di Media Sosial pada Pemilihan Umum. *Jurnal Kajian Sosial Dan Humaniora*, 2(2), 76–90. <https://doi.org/10.63082/jksh.v2i2.43>
- Hujaimah, S., Shahada, E. A., & Mauludini, S. (2024). Pengaruh Media Sosial dalam Penyebaran Narasi Politik oleh Para Tokoh Agama. *Politik Islam*, 3(2), 173. <https://doi.org/10.31958/pi.v3i2.13955>
- Judijanto, L., Wandan, H., Ayu, N., & Triyantoro, A. (2024). Pengaruh politik identitas dan penggunaan media sosial terhadap partisipasi politik digital pemilih milenial dan gen z di Indonesia. 2(01), 24 – 35. <https://doi.org/10.58812/sish.v2.i01>
- Latifa, D. R. (2023). Politisasi Identitas dalam Pemilu. *Tasyri Journal of Islamic Law*, 4(2), 959–954. <https://doi.org/10.53038/tsyr.v4i2.377>
- Mutiara. (2017). PRINSIP DASAR HUKUM POLITIK ISLAM DALAM PERSPEKTIF AL-QURAN. *Petita Jurnal Kajian Ilmu Hukum Dan Syariah*, 2(1). <https://doi.org/10.22373/petita.v2i1.59>
- Nurfazillah. (2024, December 30). KONSEP POLITIK ISLAM IBNU TAIMIYAH: ANALISIS KRITIS TERHADAP PEMERINTAHAN ISLAM. https://e-journal.lp2m.uinjambi.ac.id/ojp/index.php/pi_uinjambi_2022/article/view/5474
- Purnawati, L., & Fajar, E. N. (2021). PERAN KPU DALAM MENGATASI BLACK CAMPAIGN (Studi Pada Kantor KPU Kabupaten Tulungagung). *Jurnal PUBLICIANA*, 13(1), 29–51. <https://doi.org/10.36563/p.v13i1.204>
- Qurtuby, S. A. (2018). Sejarah Politik Politisasi Agama dan Dampaknya di Indonesia. *MAARIF*, 13(2), 43–54. <https://doi.org/10.47651/mrf.v13i2.21>
- Riyanto, G., Idrianti, N., Kusumarani, A. D., Ahmad, M. R. S., & Arifin, I. (2024). Politik Simbolisme Agama dalam Kampanye Pemilu. *EDUSOS Jurnal Edukasi Dan Ilmu Sosial*, 1(02), 26–31. <https://doi.org/10.62330/edusos.v1i02.144>
- Sagara, B., Mahessa, A., Pratama, R. A., Ardinata, F., & Wismanto, W. (2024). Siyasah Syariah dan Fiqh Siyasah. *MARAS Jurnal Penelitian Multidisiplin*, 2(1), 380–386. <https://doi.org/10.60126/maras.v2i1.185>
- Sipa, A. M. D. (2021). Marketing Politik Kampanye Religius Pemilu di Indonesia. *Jurnal Kajian Islam Interdisipliner*, 6(2), 150. <https://doi.org/10.14421/jkii.v6i2.1196>
- Syahputra, Y.-. (2025, June 18). Fiqh siyasah; tinjauan tentang pemikiran politik hukum tata negara dalam perspektif islam. <https://urj.uin-malang.ac.id/index.php/mij/article/view/15079>
- Yunus, F. M., Yasin, T. H., & Rijal, S. (2023). Politik Identitas dan Politisasi Agama Dalam Konteks Pemilu di Indonesia. *Jurnal Sosiologi*

Dialektika Sosial, 9(2), 121–137.
<https://doi.org/10.29103/jsds.v9i2.12590>