GAME POWER POINT BASED *SETELA* MEDIA DEVELOPMENT FOR FOURTH-GRADE ELEMENTARY SCHOOL TO MASTER CIVICS MATERIALS

Novita Cindy Nuriyanto[1*], Arief Cahyo Utomo[2]
[1,2]Universitas Muhammadiyah Surakarta
[1]A510190180@student.ums.ac.id

Abstract

The lack of students' understanding of the basis of the state, namely Pancasila, is the main point of this research. Add more with the teacher's limitations in utilizing learning media that makes students get bored easily. The research objective was to produce SETELA Power Point-based learning and test the feasibility of media when applied to Civics learning in Pancasila material theme 5 of fourth-grade. This study uses the Research and Development (R&D) method with ADDIE model which consists of analysis, design, development, implementation, and evaluation stages. The sample used 16 students of fourth-grade MIM Karanglo. A questionnaire data collection technique was employed for the descriptive qualitative data analysis, and validators included media and subject matter experts, classroom teachers, and fourth-grade children. With a proportion of 81.9% and 95.3%, validation by media experts and material experts very valid criteria. When the media used in schools, it results in class instructors and 16 fourth-grade students' approval with extremely good criteria with a percentage of 88.6% and 95.3%. The whole validation yields an average percentage of 89.4% with very good criteria. It can be said that SETELA learning materials are suitable for teaching civics in fourth-grade primary school Pancasila theme content. Because it contains brief, understandable content and offers engaging games even with basic media, particularly Power Point, the implications of this media in the future can be a teacher's tool in using interactive instructional media to deepen Pancasila material for fourth-grade elementary school students.
Keywords: civic education; education game; instructional media; power point

Abstrak

Kurangnya pemahaman siswa akan dasar negara yakni pancasila menjadi poin utama penelitian ini. Ditambah dengan keterbatasan guru dalam memanfaatkan media pembelajaran menjadikan siswa lebih cepat bosan. Tujuan penelitian adalah menghasilkan media pembelajaran SETELA berbasis Power Point dan menguji kelayakan media saat diterapkan pada pembelajaran PPKn dalam materi pancasila tema 5 kelas 4 SD. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE yang terdiri dari tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Sampel yang digunakan adalah 16 siswa kelas 4 MIM Karanglo. Analisis data yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data angket atau kuisioner yang terdiri dari instrumen pengumpulan validasi yang berasal dari validator (ahli media dan ahli materi), guru kelas, dan siswa kelas 4. Validasi dari ahli media dan ahli materi menunjukkan kriteria sangat valid dengan presentase 81,9% dan 95.3%. Saat media diterapkan di sekolah dihasilkan validasi dari guru kelas dan 16 siswa kelas 4 dengan kriteria sangat baik yakni dengan presentase 88,6% dan 91.7%. Adapun hasil rata-rata validasi keseluruhan menghasilkan presentase 89,4% dengan kriteria sangat valid. Dapat disimpulkan bahwa media pembelajaran SETELA layak digunakan dalam pembelajaran PPKn kelas 4 SD tema 5 materi pancasila. Implikasi media ini kedepannya dapat menjadi alat bantu guru dalam pemanfaatan media pembelajaran interaktif untuk pendalaman materi pancasila siswa kelas 4 SD karena dilengkapi dengan materi yang ringkas dan jelas serta dengan penyajian permainan yang menarik walaupun dengan media sederhana khususnya power point.
Kata Kunci: media pembelajaran; permainan edukasi; pendidikan kewarganegaraan; power point

Introduction

The selection of instructional media for students related to their growth and learning experience determines learning success (Abidin, 2017). Media is used to build students' interest in the material taught by the teacher (Kahar et al., 2019). Instructional media can provide an audio-visual picture related to students' experience in absorbing learning information (Ahmad et al., 2020). Instructional media can be in the form of books, tape recorders, cassettes, videos, films, slides, visio recorders, television, and computers (Gagne and Briggs, 1975) in (Arsyad, 2014). However, in this all-digital era, teachers must have new skills to keep up with progress and be able to make and use a wider variety of learning materials in line with modern advancements such as the use of games in learning or commonly called educative games (Cigerci, 2020). An educative game is a game that contains the development of higher order thinking skills, such as problem solving, and strategic thinking of players, especially students (Ru Shi & Ju Ling, 2015). Educative game can be used by teachers in learning to support student competence in learning more easily to achieve educational goals (Sun et al., 2021). One of the instructional media that can be combined with games is Power Point. Power Point itself is a media means of information that students can see, listen to, and respond to, making it easier to understand an information message from the material presented. Especially if Power Point is made as an interactive educational game, it can further increase students' positive attitudes and motivate students to learn more concretely (Putra et al., 2019).

Many studies have carried out the development of ICT-based instructional media such as Power Point which is commonly used by educators for instructional media (Wanner, 2015). However in application in learning that is rarely use it as an educational game for elementary school students. In general, learning in the classroom only focuses on learning using concrete media to support learning. Concrete media is very helpful in the learning process, but on the other hand it is necessary to develop digital-based medias supporting facilities in schools to support increasing student learning competence (Nurgiansah & Pringgowijoyo, 2020). In research conducted (Setyowati et al., 2022) also developed Power Point-based instructional media using the Make a Match strategy or finding pairs to improve the learning outcomes of elementary school students' Civics which in its application can create fun learning and students more easily understand the material discussed. Therefore, researchers want to develop instructional media based on Power Point games to support student instructional media at school, especially in Civics learning content. The power point game developed is called "SETELA". SETELA itself stands for "*Semua Tentang Pancasila*". The renewal of SETELA media with pre-existing media comes from the availability of Power Point-based game instructional media on Pancasila grade 4 theme 5 'My hero' and the practice of instructional media experiences that need to be developed. The renewal is also related to the naming of the instructional media itself because SETELA contains various elements of Pancasila starting from the introduction of Pancasila, Pancasila symbols, Pancasila values, and the practice of Pancasila. For this reason, SETELA was designed as an interactive instructional media based on Power Point for learning that is more interesting, fun, and easy for students to learn material related to Pancasila. In as much as innovative and creative

learning and teaching processes make students more interested in understanding learning (Mudasih & Subroto, 2018).

Based on observations that have been made at MI Muhammadiyah Karanglo, the need for instructional media in Civics Education on Pancasila material is very important. Civic Education is important in consideration of known in Law Number 20 of 2003 Article 37 states that civics education is a compulsory subject at every level of school, from elementary school to university. Civics Education is a subject that focuses on studying and promoting Pancasila at various levels of education (Utaminingsih & Cahyani, 2020). The policy is in the context of developing Pancasila as the nation's national identity (Lestari et al., 2021). Civics education is an educational program based on the values contained in Pancasila to develop and preserve noble values, morals, and character which are the forerunners of the Indonesian nation's culture which are expected to become an identity that is manifested in the form of behavior in everyday life (Ar et al., 2021). So that it can be interpreted that the learning content of Civics focuses on self-formation so that they become citizens who are smart, skilled and have character based on Pancasila and the 1945 Constitution (Kurniyawati & Nugraheni, 2021). Civics learning definitely includes Pancasila where Pancasila is the basis of the Indonesian nation state as a way of life for the nation and state. However, in practice it is still visible, the teacher has not provided teaching related to this lesson in real terms.

Based observation activities at MI Muhammadiyah Karanglo there were also many students who seemed to pay less attention to the teacher and were bored during learning. This can be caused because learning is only teacher centered or only teacher centered. The teacher explains using the lecture and assignment method in order to students only listen which makes students passive or less active in class (Pertiwi et al., 2019; Widiatmika et al., 2017). Students often act and appear bored and play by themselves during classes. The influence of that argument there are still many students who do not fully understand the meaning of Pancasila itself which is actually the basic guidelines of the Indonesian nation which must be understood as the foundation of life as a nation and a state. However, this is also the reason for the teacher's lack of ability to use the right instructional media for this Pancasila material. The above problems causes low student learning outcomes due to a lack of student activity in learning, even though active student involvement will encourage students to better understand what they are doing so as to provide a better understanding (Fitri & Andriasgo, 2019).

Therefore, to foster an attitude of student focus during classes and increase better understanding of students about the importance of Pancasila in the life of the nation and state, teachers can use interesting but easy-to-use instructional media, such as Power Point. Microsoft Power Point is a software created and developed by the Microsoft company and is a multimedia-based program (Dalu & Rohman, 2019). On a computer, this program is usually included in the Microsoft Office program. Power Point is specifically designed to deliver presentations held by various agencies and in this Power Point contain various interesting special features that knowledge of content and creativity can be made into a fun game that is appropriate for elementary school students during learning. This Power Point game that called SETELA is expected to be able to create an active and fun learning atmosphere for students while participating in the learning and teaching process because in practice students can try playing this game directly so as learning can run in two directions and be more interactive.

The aim of this study is to test the feasibility of SETELA media can be applied to students in the classroom and with the result that power point game-based instructional media is expected to be able to create an active and enjoyable learning atmosphere for students during the learning and teaching process because in its application students can try to play this

game directly in order that learning can run in two directions and be more interactive and student mastery of Pancasila material can be mastered properly.

Research Methods

This research uses research and development methods or usual known as Research and Development (R&D). The research was conducted on February 17 - March 8, 2023 with the subject of fourth grade students of MI Muhammadiyah Karanglo, totaling 16 students. This study's purpose was to develop and test the feasibility of using instructional media as PowerPoint-based games on grade 4 Civics learning content on theme 5 material in fourth grade in the theme of "My Hero".

The research procedure used the ADDIE development model developed by Dick and Carry (1978) in (Muruganantham, 2015) which consists of 5 stages, namely; The first stage is an analysis that is useful for analyzing needs in determining problems and appropriate solutions and measuring student competence. Researchers conducted observations to obtain information about what schools need in learning after which researchers developed interactive instructional media based on Power Point games. The second stage is the design which contains the product design to be developed by the researcher and determines specific competencies. Researchers designed the game design to be developed by reviewing the material aspects, the attractiveness aspects, and the feasibility aspects. The third stage is development, and at this stage the product's manufacture must be in accordance with the design made. The fourth stage is implementation, where at this stage the application of the product to the user. With the process of conducting application trials in front of material experts and media experts to determine the assessment of the validity of the developed media. Then the last stage is evaluation, where the researcher conducts a feasibility test on the product to be developed.
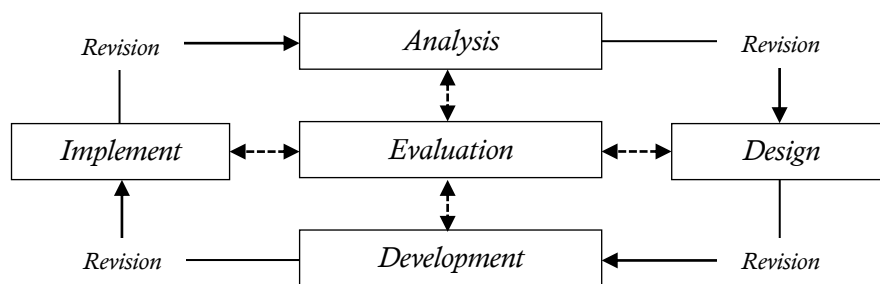

Figure 1. ADDIE Research Steps

The data analysis method used in this study was a qualitative descriptive analysis, and all the information gathered was the outcome of assessments, recommendations, evaluations, and input from lecturers and teachers who are experts in media and subject matter. Qualitative descriptive analysis is defined as research that examines natural social action events emphasizing how people interpret, and understand their experiences to understand social reality so that individuals are able to solve their own problems (Mohajan, 2018). Then, in collecting research data, researchers used a questionnaire or collection technique carried out by giving questions or written statements to respondents to answer. The questionnaire instrument includes a validation questionnaire from media experts and material experts who are lecturers from the Elementary School Teacher Education and Civics Education study programs at the Muhammadiyah University of Surakarta. The researcher also collected response data using a questionnaire from students and homeroom teachers for fourth-grade in

MI Muhammadiyah Karanglo on the feasibilty of the instructional media that the researchers had developed.

Results and Discussion

The results of the research and development that have been carried out by this researcher are SETELA instructional media products in the form of Power Point-based games. The name SETELA stands for "All About Pancasila" which means this game contains information related to Pancasila. The material is adapted to the learning of Civics grade 4 theme 5 'My hero' The steps in this study followed the ADDIE development model in the form of 5 stages which are analysis, design, development, implementation, and evaluation.

In the initial stage, the analysis was carried out with a preliminary study to a research school, namely MI Muhammadiyah Karanglo, Boyolali, Central Java. In this initial study, researchers collected information through observation, interviews, and analyzing the needs of teachers and students. In observation using focused observation initiated by (Spradley, 1980) in (Murdiyanto, 2020). The implementation of observation is by determining the focus of observation related to the learning and teaching process of students, and returning to the situation where the problem was found so as to make more complex observations related to Civics learning. The results obtained when learning and teaching took place, especially when learning Civics about Pancasila, many students had difficulty describing Pancasila itself. In addition, the teacher's method of learning is still the one-way method, namely lectures. Then many students pay less attention and tend to get bored in learning. Teachers only use blackboards and thematic books as instructional media. Furthermore, when conducting interviews with in-depth interview techniques, it is the process of acquiring information for research purposes by means of questions and answers while meeting face-to-face between the interviewer and interviewee with or without using an interview guide (Murdiyanto, 2020). The result of the interview found that the grade 4 homeroom teacher admitted that the school was still lacking in instructional media due to constraints on funds and teacher resources. To remove the challenges that teachers confront, based on the findings of the needs analysis. Researchers propose a solution in the form of developing interactive instructional media in the form of power point-based games that are in accordance with the problems faced by teachers. This curriculum analysis includes the stage where researchers analyze core competencies, basic competencies, indicators, learning objectives, and learning materials expecially material that developed by the researcher is about all aspect of Pancasila. All aspect of Pancasila which is contained in theme 5 "My Hero" Civics learning content with 3 sub-themes are about the meaning of Pancasila, Pancasila symbols, Pancasila values, and Pancasila practices.

The second stage is design in the development of educational game instructional media products using power point. SETELA's design declaration was reviewed from various aspects, namely material aspects, attractiveness aspects, and feasibility aspects. In order to make the display simple for consumers to grasp, it is important to make the selection of colors, graphics, and font styles as appealing and legible as possible. The design of SETELA is explained as follows.

Figure 2. SETELA cover

Figure 3. Main Menu

On the first slide, there is a game cover, which consists of the game title SETELA, which stands for All About Pancasila, and an image of an eagle supporting the game cover. Then proceed with the second slide which contains the Main Menu of the game which consists of Play, Learn, How to Play, and About options. At the end of the Main Menu there is a Start Page option that directs to the game cover.

Figure 4. How to Play SETELA

Figure 5. About SETELA

In the 'How to Play' option, the user will be presented with a set of playing rules regarding the SETELA game as instructions for playing the game. Then on the 'About' option, the user will be explained with detailed information about the SETELA game.

Figure 6. Learn SETELA

In the 'Learn' option, users will be presented with material regarding the introduction of Pancasila, Pancasila symbols, values contained in Pancasila, and Pancasila practice. This material was obtained from various sources such as PPKn books and additional material from the internet which was sorted by researchers to be used as material adapted to the basic competencies of theme 5 "My Hero" in fourth grade of elementary school.

Figure 7. Loading Page

After selecting 'Play' on the Main Menu page, the user will be redirected to a loading page where the user must wait for the game to be loaded or processed.

Figure 8. Playing SETELA

After the loading page is complete, in the 'Play' option, the user can play a game that contains a quiz about Pancasila. When playing the game, the user will be provided with questions in the form of pictures or statements that the user must answer correctly. There are 4 options for the answer. If the answer chosen is incorrect, a cross (X) will appear in the option as shown in Figure 8. However, if the answer chosen is correct, a pop up will appear saying 'Congratulations Your Answer is Correct!' and brief material related to the new quiz, just played. Then the user can press the continue button until there are no more questions or indicates the game is over.

At this third stage is development where at this stage the results of the validation test data are obtained from media experts and material experts. Validation aims to assess the feasibility of SETELA instructional media. The media expert is a lecturer in the Elementary School Teacher Education study program of UMS and for material experts is a lecturer in the UMS Pancasila and Citizenship Education study program. The instrument used by the researcher was a validation questionnaire sheet. The resulting data from media validation by media experts are presented in the following table.

Table 1. Media Validation By Media Experts

No	Assessment Aspects	Average Percentage	Criteria
1	Efficiency Aspect	80%	Valid
2	Display Aspect	82%	Very Valid
3	Aspects of Quality, Technical, Effectiveness	75%	Valid
4	Power Point Aspect Program	93,3%	Very Valid

Based on the results of the average percentage of validation in the table above as a whole shows the criteria of "Very Valid" with an average percentage of 81.9%. This means that SETELA has a very good standard of eligibility in terms of media. The Power Point aspect and the display aspect are the highest scores in this media validation, which means that SETELA is appropriate in Power Point-based games and has a fairly attractive appearance in helping students learn. Followed by the efficiency aspect which means SETELA is easy to use and understand in its use.

The resulting data from material validation by material experts are presented in the following table.

Table 2. Material Validation By Material Experts

No	Assessment Aspects	Average Percentage	Criteria
1	Learning Aspects	100%	Very Valid
2	Display Aspect	90,6%	Very Valid

Based on the results of the average percentage of validation in the table above as a whole shows the criteria of "Very Valid" with an average percentage of 95.3%. This means that SETELA has learning materials and material displays that are good enough and adequate to be applied in the learning process.

After product validation is carried out, it is then followed by the fourth stage, namely implementation. In this stage, the researcher collected data using a questionnaire containing teacher and student responses regarding SETELA instructional media. The following are the results of the teacher's response questionnaire in assessing the media's feasibility.

Table 3. Results Of The Teacher's Response Questionnaire In Assessing The Media

No	Assessment Aspects	Average Percentage	Criteria
1	Relevance	80%	Good
2	Content Eligibility	90%	Very Good
3	Language	95%	Very Good
4	Presentation	80%	Good
5	Use	70%	Good
6	Font Shape and Size	100%	Very Good
7	Color	93,3%	Very Good
8	Visual Display and Animation	84%	Very Good
9	Audio visual	93,3%	Very Good

Based on the results of the average percentage validation in the table above, overall, it shows the criteria of "Very Good" with an average percentage of 88.6%. This means that the application of SETELA is in accordance with the material and the level of play is appropriate for grade 4 students. The most superior thing about SETELA based on the results of the teacher response questionnaire is the aspect of attractiveness in the form of font shape and size, language that is easy to understand, colors and audio visuals that match the material, the feasibility of adequate material content, and attractive visual displays and animations. For the relevance or suitability of the media and material is good, and for the presentation of the game and use is also good. Furthermore, the results of the student response questionnaire to SETELA instructional media are presented in the following table.

Table 4. The Results Of The Student Response Questionnaire To SETELA Instructional Media

Students	Total Score of Each Criterion	Average Percentage	Criteria
1	125	92,6%	Very Good
2	124	91,8%	Very Good
3	124	91,8%	Very Good
4	125	92,6%	Very Good
5	123	91,1%	Very Good
6	122	90,4%	Very Good
7	125	92,6%	Very Good
8	124	91,8%	Very Good
9	124	91,8%	Very Good
10	123	91,1%	Very Good
11	125	92,6%	Very Good
12	122	90,4%	Very Good
13	123	91,1%	Very Good
14	122	90,4%	Very Good
15	123	91,1%	Very Good
16	128	94,8%	Very Good

The total average score for each criterion of 16 students for SETELA instructional media was 123.875 so that it can be concluded that the result or average percentage of all fourth-grade students is 91.7% which is a "Very Good" criterion. According to (Gustina & Wibowo, 2020), digital media can influence student attitudes even though it does not affect changes in knowledge. In line with (Febliza & Okatariani, 2020) which explains that interactive instructional media can give a positive response to students in terms of developing student innovation with an average of very good improvement. However, the existence of

SETELA is able to increase students' interest in learning which ends in increasing students' knowledge well because of the attractiveness and ease of understanding of this media. These results are then accumulated to obtain the results of the module feasibility test by media experts, material experts, learning experts, and students as follows.

Table 5. The Results Of The Module Feasibility Test By Media Experts, Material Experts, Learning Experts, And Students

No	Validator	Percentage of Validation Results
1	Material Expert	81,9%
2	Media Expert	95,3%
3	Learning expert	88,6%
4	16 students of fourth grade	91,7%
	Percentage of Validation Results	357,5%
	Overall Average Percentage of Validation Results	89,4%

Based on the overall average percentage of the validation results, a value of 89.4% is obtained after going through the overall calculation process on average from material experts with a percentage of 81.9%, media experts with a percentage of 95.3%, learning experts with a percentage 91.7%, and 16 fourth-grade students with a percentage of 91.7%. These results can be adjusted to the media eligibility category regarding the provisions for the media value. Overall, learning Civics material using SETELA interactive game media has a significant effect seen from the average presentation of the validation. It means that it lines with the result of research conducted by Setyowati et al, in 2022 which is also developing power point-based learning media using make a match strategy that results in fun learning and easier materials for students to understanding.

The final stage is the evaluation stage, the researcher assesses the previous four ADDIE stages. The evaluation aims to improve SETELA's instructional media both in terms of material and media. Some suggestions and input from each expert, namely that the media that has been made is good, but suggestions for researchers can provide a wider variety of types of questions.

Based on the results of the research that has been explained, it can be explained that SETELA instructional media for mastering Pancasila material on theme 5 'My Hero' in fourth grade is appropriate for use in learning. In addition, the results of the media trial also stated that the media developed was in accordance with the needs of teachers in applying instructional media when teaching. Feasibility and effectiveness were seen from the results of a questionnaire filled in by experts and fourth-grade students. In this study there were still limitations during the trial process because the laptops used in implementing this game were still limited so that the SETELA implementation was carried out in groups and in one group one laptop was given to try out the game.

The development of SETELA as an interactive instructional media as a Power Point based game can improve students' mastery of Pancasila material. This media facilitates students in learning and is effective in increasing learning motivation and student activity. The application of SETELA instructional media is suitable for use because it is able to make the learning process more enjoyable and teachers can also implement more interesting learning with SETELA's help in order to teachers can also easily convey existing material. This is at the same time to explain material that is hard understand for students and will make the

learning process even more interesting and certainly affect the cognitive level of students in the civics learning content of this Pancasila material. With a fun and interesting learning process, it is expected to increase student motivation in learning so next students can follow the learning process which improves student learning outcomes. With a fun and interesting learning process like this, it is hoped that it can increase student motivation in learning with the result that students can follow the learning process well and be able to improve learning outcomes.

Conclusion

Based on the results of research and development that has been carried out by researchers, the development of SETELA as a Power Point game-based instructional media is feasible to be applied in learning. SETELA media can have a positive impact on its users and can make learning more interesting and fun. Students develop greater learning motivation. This is shown by the enthusiasm of students in learning and the feedback given is very good. This research was conducted with preliminary observations and needs analysis at MIM Karanglo, where the media was designed according to the needs of teachers and students at the school. The media was then validated by media experts and material experts through a questionnaire. SETELA was also validated by teachers and students through a response questionnaire. The validation results from media experts showed an average percentage of 81.9% with very valid criteria. This is also shown from the validation results from material experts which show an average percentage of 95.3% with very valid criteria. Then the teacher's response questionnaire also showed very good criteria with an average percentage of 88.6%. As well as the student response questionnaire, an average percentage of 91.7% was also given with very valid criteria. In order that an overall average percentage of validation results was obtained of 89.4% which shows that SETELA media is very valid for mastering Pancasila theme 5 'My Hero' grade 4. Suggestions from the research that has been conducted are; 1) For students, the existence of SETELA is able to motivate grade 4 students in mastering Pancasila theme 5 material and make students more technologically literate; 2) For teachers, teachers should use media during learning so that learning is not only one way using the lecture and question and answer method; 3) For readers, it is hoped that they can develop SETELA instructional media with broader game quizzes; 4) For researchers, it is hoped that they will be more motivated in improving and developing instructional media based on power point games better.

Bibliography

Abidin, Z. (2017). Penerapan Pemilihan Media Pembelajaran. *Edcomtech: Jurnal Kajian Teknologi Pendidikan*, *1*(1), 9–20.

Ahmad, J., Mahmud, N., Jabbar, A., & Ikbal, M. (2020). Opportunities And Challenges In The Use Of Information And Communication Technology: Study For "Teaching From Home" For Pandemic COVID-19. *International Journal of Scientific &Technology Research*, *9*(08), 294–299.

Ar, A. R. A., Bayu, G. W., & Sudatha, I. G. W. (2021). Video-Based Learning on PPKn Education with the Topic of Symbols and Meanings of Pancasila. *International Journal of Elementary Education*, *5*(3), 384–392.

Arsyad, A. (2014). *Media Pembelajaran*. Jakarta: Rajawali Pers.

Cigerci, F. . (2020). Primary School Teacher Candidates and 21st Century Skills. *International Journal of Progressive Education*, *16*(2), 157–174.

Dalu, Z. C. A., & Rohman, M. (2019). Pengembangan E-Learning Sebagai Media Pembelajaran Simulasi dan Komunikasi Digital bagi Siswa SMK. *Jupiter*, *04*(1), 25–33.

Febliza, A., & Okatariani, O. (2020). The Development of Online Learning Media by Using Moodle for General Chemistry Subject. *Journal of Educational Science and Technology (EST)*, *6*(1), 40.

Fitri, D., & Andriasgo, J. (2019). Penerapan Model Pembelajaran Scramble Berbasis PowerPoint untuk Meningkatkan Hasil Belajar Siswa pada Bidang Studi Sejarah Kebudayaan Islam. *J-PAI: Jurnal Pendidikan Agama Islam*, *5*(2), 87–92.

Gustina, E., & Wibowo, M. (2020). Improving Knowledge and Changing Health Attitude among Teenagers through Digital Media Flipbook. *Journal of Educational Science and Technology (EST)*, *6*(1), 15.

Kahar, M. S., Wekke, I. S., Ibrahim, I., Amri, I., & Pristianto, H. (2019). Students' profile of science process in conducting physics practicum. *AIP Conference Proceedings*. https://doi.org/https://doi.org/10.1063/1.5094024

Kurniyawati, S. U., & Nugraheni, A. S. (2021). Pengembangan Media Pembelajaran Interaktif Berbasis Gawai Pada Pembelajaran PPKn Kelas 3 SD/MI Di Masa Pandemi Covid-19. *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, *5*(2), 159–171.

Lestari, A. S., Nur, R., & Ruslan, D. (2021). The Influence Of Mind Mapping Model And Motivationon The Learning Outcomes Of PPKn Class III Students Of SDN 05 Mesjid Lama, Batu Bara Regency 2020/2021. *International Journal of Education and Linguistics*, *1*(1), 175–196.

Mohajan, H. (2018). Qualitative Research Methodology in Social Sciences and Related Subjects. *Journal of Economic Development, Environment and People*, *7*(1), 23–48.

Mudasih, I., & Subroto, W. T. S. (2018). Comparison of Student Learning Outcomes Through Video Learning Media with Powerpoint. *International Journal of Educational Research Review*, *4*(2), 63–69.

Murdiyanto, E. (2020). *Metode Penelitian Kualitatif (Teori dan Aplikasi disertai Contoh Proposal)* (1st ed.). Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP2M) UPN "Veteran" Yogyakarta Press.

Muruganantham, G. (2015). Developing of E-content Package by Using ADDIE Model. *International Journal of Applied Research*, *1*(3), 52–54.

Nurgiansah, T. H., & Pringgowijoyo, Y. (2020). Pelatihan Penggunaan Model Pembelajaran Jurisprudensial Pada Guru Di KB TK Surya Marta Yogyakarta. *KUAT: Keuangan Umum Dan Akuntansi Terapan*, *2*(1), 52–57.

Pertiwi, I. N., Sumarno, & Dwi, A. (2019). Pengaruh Model Make aMatch Berbantu Media Kartu Bergambar terhadap Kemampuan Membaca dan Menulis. *E-Journal PGSD Pendidikan Ganesha Mimbar*, *7*(3), 261–270.

Putra, Z. H., Witri, G., & Yulita, T. (2019). Development Of Powerpoint-Based Learning Media In Integrated Thematic Instruction Of Elementary School. *International Journal Of Scientific & Technology Research*, *8*(10), 697–702.

Ru Shi, Y., & Ju Ling, S. (2015). Game Factors and Game-Based Learning Design Model. *International Journal of Computer Games Technology*, 1–11.

Setyowati, H., Hidayati, Y. M., & Samsiyah, S. (2022). Penerapan Strategi Make A Match Berbasis Powerpoint Bernarasi Untuk Meningkatkan Hasil Belajar PPKn. *Educatif: Journal of Education Research*, *4*(3), 228–234.

Spradley, P. J. (1980). *Participant Observation and The Ethnographic interview*. Wadsworth Thomson Learning.

Sun, L., Chen, X., & Ruokamo, H. (2021). Digital Game-Based Pedagogical Activities in Primary Education: A Review of Ten Years' Studies. *International Journal of Technology in Teaching and Learning*, *16*(2), 78–92.

Utaminingsih, S., & Cahyani, A. (2020). The Documentary Films as Learning Media for Education of Pancasila and Citizenship. *International Journal of Education and Research*, *8*(11), 257–262.

Wanner, T. (2015). Enhancing Student Engagement and Active Learning through Just-in-Time Teaching and the use of PowerPoint. *International Journal of Teaching and Learning in Higher Education*, *27*(1), 154–163.

Widiatmika, D. G., Sujana, I. W., & Ganing, N. N. (2017). Pengaruh Model Discovery Learning BerbantuanMedia Audio Visual terhadap Kompetensi. *Mimbar PGSD Undiksha*, *5*(2), 1–8.