



Development of Nusantara Snakes and Ladders Learning Media on the Element of Bhinneka Tunggal Ika for 7th Grade at Public Middle School 3 Malang City

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Learning Media, Nusantara, Snakes and Ladders, Bhinneka Tunggal Ika.

ABSTRACT

This study describes the development of learning media Ular Tangga Nusantara on elements of Bhinneka Tunggal Ika class VII at Public Middle School 3 Malang City. This research uses the RnD (Research and Development) approach. The subject of this research was a small group of class VII. This research was conducted from July 2024 - October 2024. The population in this study was class VII consisting of 8 classes totaling 256 students. The sample taken by the researcher used the Solvin formula, so that 110 students were obtained to answer the questionnaire which was randomly distributed in 8 classes. The results showed a significant effect of the development of Ular Tangga Nusantara learning media on the elements of Bhinneka Tunggal Ika class VII at Public Middle School 3 Malang City can also be seen from several indicators of the questionnaire given to students after they used Ular Tangga Nusantara learning media. The indicators include the learning media Ular Tangga Nusantara proved to be able to make learning on the elements of Unity in Diversity more interesting because the learning carried out integrates fun games so as to attract the attention of students to be actively involved in learning activities.

Introduction

The development of science and technology along with the progress of time has brought many changes in various fields, one of which is education. The need for adjustments in learning that involve student engagement in classroom learning, thus requiring adjustments to students' learning needs in accordance with the natural order and the order of the times (Aspi & Syahrani, 2022). Education at the institutional level is required to adapt to ongoing developments through various advancements in learning media by utilizing emerging technologies to avoid falling behind (Nafrin & Hudaidah, 2021).

Education today in the learning process is filled with Zoomers (Gen Z) and Generation Alpha. Gen Z refers to individuals born between 1997 and 2010, and Gen Z is the first generation to grow up with adequate access to the internet and technology. Meanwhile, Generation Alpha refers to individuals born from 2010 to 2024, and this generation has been

exposed to technological developments since birth (Noviani et al., 2023). Currently, the last Gen Z children are in middle school to high school, while Gen Alpha children are in elementary school. This certainly poses a challenge for teachers in the future, as they will be teaching children who are already tech-savvy, requiring teachers to adjust their teaching methods accordingly.

The new paradigm regarding teachers as learning facilitators also changes teachers' mindsets to continuously innovate and create learning that favors students. If in the past classroom learning activities were limited to the teacher explaining the material to the students, making the learning centered around the teacher (Fitriyah & Wardani, 2022). In the current development of education, it is hoped that teachers can create student-centered learning so that they can hone all of the students' potential according to their talents and interests. The role of teachers in the effort to create quality human resources is not easy, as teachers must implement various learning strategies and innovate in the development of learning media to enhance students' motivation to learn (Putri et al., 2024).

Learning media plays an important role in classroom learning. Learning media serves as a teaching aid for teachers in delivering material to students, making the material easier to understand (Harsiwi & Arini, 2020). The use of learning media at the orientation stage of teaching will greatly enhance the effectiveness of the learning process and the delivery of messages and lesson content at that time. The presence of learning media can enhance student engagement in learning and hone students' interpersonal skills. The use of this learning media can support efficient and effective learning and enhance the appeal of the learning process (Febrita & Ulfah, 2019).

To create appropriate learning media, teachers need the ability to understand the characteristics of their students. The characteristics of students are the overall behavior and abilities of students as individuals, resulting from their environmental background (Insani et al., 2022). Knowledge of student characteristics is very useful in selecting and determining learning plans with appropriate media, making the learning process enjoyable. Conversely, when teachers do not know the characteristics of their students, they will have difficulty determining the appropriate learning media (Estari, 2020).

The problem in Junior High School (SMP), especially in the seventh grade, is the adaptation process. Seventh-grade students experience a cultural shift as they transition from Elementary School (SD) to the next level, which is Middle School (SMP). Therefore, it is not uncommon to find seventh-grade students who are quiet or afraid to explore. They still have the habit of playing. This cultural transition requires an adaptation process that can provide them with a sense of comfort.

One of the efforts to create an active and enjoyable learning process for students is by inviting them to play while learning. The right learning media can create an active and enjoyable learning process. Students will play while also engaging in a learning process, making the learning experience enjoyable (Alina & Wathon, 2019). The game of snakes and ladders can be used as an enjoyable learning medium for students. The game of snakes and ladders is a game that consists of squares with pictures where there are snakes and ladders

as the challenges. This game is played by two or more children by rolling dice. Then the dice determine the player's move within the illustrated box. If a player lands on a ladder, they will receive a bonus to move up to the next boxes. However, if a player lands on a snake, they will receive a penalty to move down to the previous boxes (Wati, 2021).

Snakes and ladders is a traditional game commonly played by children. However, this game can be developed into an enjoyable learning medium. Some advantages of the snake and ladder game media are (1) students learn while playing, (2) the game is used by many children, cannot be played alone, (3) it is aided by pictures, making it easier for students to learn.

Based on the advantages of the game described above, it is hoped that this development research can address learning problems and foster positive motivation for teachers and students. In addition to being beneficial for students, it is also expected that this research can support teachers' professionalism in creating an enjoyable learning process for students.

Research Methods

This research uses the RnD (Research and Development) approach, which is a research method conducted by researchers to test the validity of a developed product. The reason the researchers chose this study is that it aligns with the research objective, which is the development of the Nusantara snakes and ladders learning media on the element of Bhinneka Tunggal Ika for seventh-grade students at Public Middle School 3 Malang City. It is an industry-based development model that uses research findings to design new products. The new product was then field-tested, evaluated, and refined (Putra et al., 2020).

This research was conducted at Public Middle School 3 Malang City, and the subjects of this study were a small group of seventh-grade students. The research was carried out from July 2024 to October 2024. The population in this study is the seventh-grade class, which consists of 8 classes with a total of 256 students. The sample taken by the researcher used the Solvin formula, resulting in 110 students answering the questionnaire distributed randomly across 8 classes. Data collection techniques using questionnaires, interviews, and documentation. The questionnaire is used to explore the effectiveness of the development of the Nusantara Snakes and Ladders learning media on the Bhinneka Tunggal Ika element for Grade VII. Interviews are used to delve into the experiences of students and teachers in using the Nusantara Snakes and Ladders learning media in teaching. Documentation is used to obtain respondent data related to the use of the Ular Tangga Nusantara learning media product. SPSS 21 was utilized to analyze the data such as t-test and F-test.

Findings

Snakes and Ladders media has proven to be effective in increasing students' interest during Pancasila Education learning on the elements of Bhinneka Tunggal Ika, showing great potential for widespread implementation in learning.

The Impact of the Development of the Ular Tangga Nusantara Learning Media on the Bhinneka Tunggal Ika Element

1. Validation Test

The validity or legitimacy of a questionnaire's questions is assessed through validation testing. If the questions on a questionnaire can provide information about anything the questionnaire is measuring, then the questionnaire is deemed legitimate. SPSS version 21 was used to process the study's validity test. A questionnaire with a total score at a significance level of 5% and a sample size of 157 respondents was evaluated for validity using the study's validity test. The researcher used the product-moment r table to compare each item's Pearson correlation in order to perform the validity test. The statement item is deemed valid if $r_{hitung} > r_{tabel}$. The results of the validity test can be presented in the table below with $n = 157$, resulting in a df of $157 - 2 = 155$ and $\alpha = 5\%$, thus the r_{tabel} value is 0.1318.

$r_i > 0.1318$ then the questionnaire statement items are valid

$r_i < 0.1318$ then the questionnaire statement items are not valid

Table 1. Validity Test

No	Variable	R-count	R-table	Decision
1	X			
	1	0.554	0.1318	Valid
	2	0.157	0.1318	Valid
	3	0.421	0.1318	Valid
	4	0.456	0.1318	Valid
	5	0.385	0.1318	Valid
2	Y			
	1	0.726	0.1318	Valid
	2	0.240	0.1318	Valid
	3	0.691	0.1318	Valid
	4	0.588	0.1318	Valid
	5	0.648	0.1318	Valid

Based on the results of the validity test of the item correlation coefficients in the table above, it was found that all question items in each variable have $r_{hitung} > r_{tabel}$. Based on this, it can be concluded that each question item is valid and can proceed to the reliability test.

2. Reliability Test

The reliability test is helpful in determining whether the study tool—in this case, the questionnaire—can be used repeatedly or at least by the same respondents, according to. Using the Alpha Cronbach formula, the reliability calculation determines how consistent the data from the questionnaire is. The scoring method used for each item in the instrument determines how this formula should be used. An indicator must have a correlated item-total correlation of at least 0.60 in order to be deemed reliable (Rosita et al., 2021).

For variable X, the Cronbach's Alpha value is $-0.306 < 0.6$. Based on this, it is concluded that variable X is "Not Reliable." Then, for variable Y, the Cronbach's Alpha value is $0.499 < 0.6$. Based on this, it is concluded that variable Y is "Not Reliable."

Table 2. Reliability Test

No	Variable	Cronbach's Alpha	Decision
1	X	-0.306	Not Reliable
2	Y	0.499	Not Reliable

Based on the test results above, it is stated that:

3. Normalization Test

Because the data in this study is greater than 30, the Kolmogorov-Smirnov test is used in the statistical analysis for the normalcy test. The Kolmogorov-Smirnov normality test compares the Asymp. Sig. (2-tailed) value to the significance level, $\alpha=0.05$, in order to reach a conclusion. Examining the probability number p serves as the foundation for decision-making, with the following guidelines:

- If the Asymp. Sig. (2-tailed) value > 0.05 , then the normality assumption is met.
- If the Asymp. Sig. (2-tailed) value < 0.05 , then the normality assumption is not met.

Here are the results of the Normality test using the statistical analysis presented in

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N	157	
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.82973128
Most Extreme Differences	Absolute	.181
	Positive	.089
	Negative	-.181
Test Statistic	.181	
Asymp. Sig. (2-tailed) ^c	<.001	
Monte Carlo Sig. (2-tailed) ^d	<.001	
99% Confidence Interval	Lower Bound	.000
	Upper Bound	.000

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.
- Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The probability value of 0.001 is less than 0.05, according to the Normality Test results using the Kolmogorov-Smirnov table above. This indicates that the presumption of normalcy is not fulfilled. Decision-making is predicated on the supposition that data is deemed normal if the sig value is greater than 0.05 and abnormal if it is less than 0.05 (Usmadi, 2020).

4. Linearity Test

Table 4. Linearity Test

Variable	Sig.	Decision
Snakes and Ladders Media (X)	0.119	Linearity Not Met

The probability value (Sig) of the Snakes and Ladders Media variable is 0.001. Since the probability values (Sig) of all variables are less than the significance level of 0.05 or 5%, it can be concluded that the linearity assumption is not met.

5. Hypothesis Testing (T-Test and F-Test)

A. T-Test

To ascertain the partial impact of each independent variable on the dependent variable, partial tests are performed. By comparing the Sig. t value with the alpha value of 0.05 and the t-calculated value with the t-table value, partial tests can be carried out using t-test statistics. The following is the basis for decision-making.

- If Sig. < 0.05, or if positive when t-count > t-table, while if negative when -t-count < -t-table, then the independent variable has a partial effect on the dependent variable.
- If Sig. > 0.05, or if positive when t-count < t-table, while if negative when -t-count > -t-table, then the independent variable does not have a partial effect on the dependent variable.

Using 157 respondents, independent variable 1, and a significance level of 5%, a table value of 1.975 was obtained.

Table 5. Partial Test Table (T)

Model	Coefficients				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1(Constant)	5.999	2.304			2.603	.010
Media Ular Tangga	.673	.119	.415		5.678	<.001

Based on the test results, it is stated that variable X does not have a significant value of 0.001, which is smaller than 0.05. Meanwhile, the calculated t-value is $5.678 > t\text{-table}$ (1.975), so the snake and ladder media as one of the development media in learning (variable X) has an effect on variable Y. Therefore, the first hypothesis H_a : variable X has a significant partial effect on variable Y "Influential". During the use of the Ular Tangga Nusantara learning media in the Pancasila Education learning of the Bhinneka Tunggal Ika Element, it has been proven to enhance students' interest and understanding in mastering the material.

B. F-Test

To ascertain how multiple independent factors collectively affect a single dependent variable, simultaneous testing is used. The following serves as the foundation for this F-test's decision-making:

- a. If the Sig. value < 0.05 or $F_{hitung} > F_{tabel}$, then the independent variables simultaneously affect the dependent variable.
- b. If the Sig. value > 0.05 or $F_{hitung} < F_{tabel}$, then the independent variables do not simultaneously affect the dependent variable.

Using a sample of 155, 1 independent variable, and a significance level of 5%, the F-table value obtained is $(k; n-k) = (1, 157) = 3.90$.

Table 6. Simultaneous Test (F)

		ANOVA				
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	259.792	1	259.792	32.236	<.001 ^b
	Residual	1249.151	155	8.059		
	Total	1508.943	156			

- a. Dependent Variable: Increase in Interest
- b. Predictors: (Constant), Snakes and Ladders Media

Based on the table above, the significance value obtained is $0.000 < 0.05$ and the F_{hitung} value is $1249.151 > F_{tabel}$ value of 3.90, which means that the independent variable in the form of Snakes and Ladders Media (X) affects the dependent variable of Interest Improvement (Y). Therefore, it can be concluded that there is a significant simultaneous effect of the independent variable in the form of Snakes and Ladders Media on the dependent variable of Interest Improvement.

Discussion

The significant influence of the development of the Ular Tangga Nusantara learning media on the Bhinneka Tunggal Ika element for seventh-grade students at Public Middle School 3 Malang City can also be seen from several questionnaire indicators given to the students after they used the Ular Tangga Nusantara learning media. Among these indicators, the Nusantara snakes and ladders learning media has proven capable of making learning on the element of Bhinneka Tunggal Ika more engaging because the learning conducted integrates enjoyable games, thereby attracting students' attention to actively participate in the learning activities. In addition, seventh-grade students also feel they better understand the concept of the Bhinneka Tunggal Ika Element after using the Nusantara Snakes and Ladders learning media because each box contains several questions about the provinces in Indonesia, where students are asked to discuss the answers to these questions correctly with their respective groups.

The third indicator is that the Nusantara snake and ladder learning media can increase student learning participation, where, as we know, this learning participation has several indicators, one of which is evident in their involvement shown by asking questions such as inquiring about the mechanism of applying the Nusantara snake and ladder learning media that they might not fully understand, as well as other questions. On the answering indicator,

students actively provide answers to questions from their group members as well as answer questions posed by the researcher regarding the progress of solving each problem.

The third indicator is expressing opinions, which can be seen from the involvement and sensitivity of students in providing an idea or concept related to the task being worked on. Students not only propose ideas or suggestions to their group members but also provide ideas or suggestions for other groups' projects without discrimination because the students have developed a sense of solidarity that the tasks being worked on are a collective responsibility of all students. Next, it is the indicator of providing objections, suggestions, or comments reflected in the involvement of students in giving objections, suggestions, or comments on the results of their own group projects as well as other groups during the progress presentation sessions of each group (Aini et al., 2024).

In the next indicator question of the questionnaire, which relates to whether the Nusantara snakes and ladders learning media helps in remembering information related to the elements of Bhinneka Tunggal Ika well, it was found that students felt assisted in remembering information related to diversity in Indonesia. This is because the learning concept promoted in the application of this media is learning by doing, where students not only learn to understand the material but are also invited to apply the material directly. In several questions, students, along with their group members, were asked to practice the cultures present in various provinces of Indonesia (Ridwan & Rizal, 2019).

Next, in the questionnaire, it was also asked whether students felt comfortable using the Nusantara snakes and ladders learning media, and the results showed that most students felt comfortable using the Nusantara snakes and ladders learning media because the design of this media allowed students to directly interact with the learning media, with a design size that enabled them to enter the snakes and ladders and play with dice that were quite large, wide, and light (Mulyawati & Purnomo, 2021).

In addition, in the survey question asking whether students feel interested and believe this media is suitable for other subjects, most of them also agreed that the concept of the Nusantara Snakes and Ladders learning media can be applied to other subjects besides Pancasila Education because, for them, the concept of enjoyable yet meaningful learning needs to be actualized so that the material being studied is easy to understand (Alfaiz et al., 2023).

On the other hand, related to the survey question of whether the Nusantara Snakes and Ladders learning media helps in discussing cultural diversity, it was also found that students appeared very enthusiastic in discussing and answering questions quickly and accurately while using this media. This is because one of the rules in this learning media is that the group that reaches the finish line the fastest is declared the winner (Cahyaningtias & Ridwan, 2021).

This is also in line with the results of the subsequent questionnaire that asked whether the material or questions in the Nusantara Snakes and Ladders learning media are relevant to daily life, and the results showed that most of the questions are relevant to their daily lives, but there are some questions that are difficult and require broader knowledge to

answer. And related to the survey question of whether the use of this media can enhance collaboration among students, it was found that the use of this media prompted students to collaborate with their groups to solve the presented problems together (Cahya et al., 2023).

Pancasila Education learning using this learning media can create an interactive learning environment for students and directly involve them in the learning process. The use of learning media can help teachers in explaining the learning material that will be delivered (Eddison et al., 2023). The use of learning media also has a positive impact on increasing students' learning motivation in the classroom. This increase in motivation can be seen in students who are willing to engage in the learning process in the classroom. Students participating in the game can practice mastering the material related to understanding the diversity of ethnicities, religions, races, and inter-groups within the framework of *Bhinneka Tunggal Ika* (Sappaile et al., 2023).

The development of the Nusantara Snakes and Ladders learning media not only enhances cognitive understanding of the *Bhinneka Tunggal Ika* element material in 7th grade but also improves the affective and social aspects of the students. Students are also encouraged to learn to cooperate, help each other, and discuss with their friends during the game. The social interactions that occur within the game are one of the aspects that help strengthen the values of unity and cooperation among students.

Conclusion

Education today in the learning process is filled with Zoomers (Gen Z) and Generation Alpha. Gen Z refers to individuals born between 1997 and 2010, and Gen Z is the first generation to grow up with adequate access to the internet and technology. Meanwhile, Generation Alpha refers to individuals born from 2010 to 2024, and this generation has been exposed to technological developments since birth. Currently, the last Gen Z children are in middle to high school, while Gen Alpha children are in elementary school. This presents a challenge for teachers in the future, as they will be teaching children who are already tech-savvy, requiring teachers to adjust their teaching methods accordingly.

Teachers play a crucial role as facilitators of learning, and it is important for them to continuously innovate and create student-centered learning. In an effort to create interactive and student-centered learning, teachers can utilize various learning media to facilitate the delivery of learning materials to students. This is an effort to adapt student-centered learning to the natural order and the order of the times.

The results of this study show a significant impact of the development of the *Ular Tangga Nusantara* learning media on the *Bhinneka Tunggal Ika* element for seventh-grade students at Public Middle School 3 Malang City. This can also be seen from several indicators of the questionnaire given to students after they used the *Ular Tangga Nusantara* learning media. Among these indicators, the *Ular Tangga Nusantara* learning media has proven to make learning on the *Bhinneka Tunggal Ika* element more engaging because the learning conducted integrates enjoyable games, thereby attracting students' attention to actively participate in learning activities.

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