

# Efforts to Improve Story Text Writing Skills Review Biography by Developing Materials Interactive Multimedia Learning for Tanjung Balai 1 Senior High School

Prama Nita Marpaung<sup>1\*)</sup>, Sutikno<sup>2</sup>

<sup>1,2</sup>Universitas Muslim Nusantara Al Washliyah, Medan, Indonesia

e-mail: nurainun2002@gmail.com<sup>1</sup>, sutikno@umnaw.ac.id<sup>2</sup>

Correspondence Authors: pramamarpaung2@gmail.com

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## ABSTRACT

*Based on interviews with students and teachers, interactive learning media are needed in the teaching and learning process. Multimedia-based learning media on biographical retelling text material is expected to foster students' interest and curiosity because, in addition to containing material, it is also equipped with music, pictures, and videos that are easy to understand. This study aims to determine the development of interactive multimedia-based learning media in biographical retelling texts for students in class X State Senior High School 1 Tanjung Balai Academic Year 2024-2025. The study uses (R&D) method was used in this study. The subjects of the study were students in class X State Senior High School 1 Tanjung Balai Academic Year 2024-2025. Based on the product effectiveness test conducted on the media, it is known that interactive multimedia-based learning media are effective in the learning process. Based on the results of the product effectiveness test, interactive multimedia-based learning media had an effectiveness of 84.28% with a very good category. Based on the results of the test conducted, it is known that the learning outcomes of students who use multimedia-based learning media are higher than those of students who do not use multimedia-based learning media. The average value of students who study using interactive multimedia-based learning media has an average value of 84.3 while students who study using without interactive multimedia-based learning media get an average value of 65.1.*

*Keywords: Development, Learning Media, Interactive Multimedia, Text Biography Retelling*

## I. INTRODUCTION

The 2013 curriculum requires the learning process to be directed at three dimensions, namely the dimensions of attitude, knowledge, and skills. The implementation of the learning process will produce students with attitudes, knowledge, and skills. As stated by Martatiana et al. (2023), learning in the 2013 curriculum prioritizes a scientific approach to holistically support the development of student competencies holistically (Martatiana et al., 2023).

The placement of Indonesian as a guide to science, in addition to emphasizing the importance of the position of Indonesian as a national language that unites various ethnicities with different local language backgrounds and their position as a national language, is also an initial step in realizing the wishes of the nation's founders who proclaimed Indonesian as the language of science since the First Language Congress in 1928. (Mahsun., 2014).

Texts in Indonesian language learning in the 2013 curriculum aim to make students understand and use texts in accordance with the social objectives of the texts being studied. One of the texts taught in Indonesian language material in Class X State Senior High School 1 Tanjung Balai Academic Year 2024-2025 is a biographical retelling text. A recount is a text that chronologically retells about past experiences with the aim of providing information or entertaining the reader. As stated by Sappaile et al. (2023), learning relevant to students' experiences and contexts will increase engagement and deeper understanding (Sappaile et al., 2023). Related to the biographical retelling text material contained in the student's book, the researcher traced and further analyzed the contents of the text material contained in the book published by the Ministry of Education

and Culture in 2013. The results of the book analysis showed that the content presented in the book as a whole was about international knowledge, namely raising the theme of "awakening memories of world figures." Seven texts were studied by students. Students' introduction and understanding of the biographical retelling text were carried out after they had finished reading all the texts presented in the book. There was no introduction to provide an understanding of biographical retelling text as a form of initial information. The sources of the events presented in the text came from other countries, such as Africa, America, England, Lebanon, and Brazil. The terms used in the language still made it difficult for students to understand them, so they were more dominant in using the memorization method in mentioning each location where the event took place and the figures discussed due to the content of the material, which made it difficult for students to grasp the lessons in the biographical retelling text material.

Therefore, the researcher focuses on the biography of national figures so that students can grasp the contents of the biographical retelling text. The national figures are Soekarno, BJ Habibie and RA Kartini. The three figures are famous figures in Indonesia and the world, and the behavior of these figures is worth emulating.

Soekarno was the first president of the Republic of Indonesia who was nicknamed the father of the proclaimer, together with Bung Hatta, who worked together so that Indonesia would be independent. Thanks to him, Indonesia's independence and the foundations of the founding of the Indonesian nation were initiated by Soekarno, so that Indonesia was recognized by the world.

BJ Habibie was the third president of the Republic of Indonesia; although his term of office was relatively short, he was very meritorious for Indonesia. With his background in creating an airplane, Indonesia was finally able to create an airplane for the first time. Thanks to him, Indonesia is known throughout the world. Airplanes have become an alternative to reach all regions of Indonesia.

RA Kartini is an Indonesian figure. She was a role model for Indonesian women. Kartini is a pioneer of women's emancipation where men and women are equal, so that what RA Kartini did became a result for Indonesian women, where thanks to RA, Kartini women could go to school as much as possible.

The renewal of the education system requires a national education development strategy in law, including the development and implementation of a competency-based curriculum and the provision of educational learning facilities. As stated, curriculum implementation is carried out using a multi-strategy approach, multimedia, learning resources, adequate technology, and utilizing the surrounding environment as a learning resource.

One thing that always attracts attention and becomes a problem in teaching is how to deliver material or teaching materials so that it is easy for students to understand and comprehend. The level of understanding of a material is influenced by the selection of the learning methods and media. The era of rapid technological development today, especially in computer technology, provides a huge opportunity for teachers to use it as a tool for delivering teaching materials. Biographical retelling puzzles as new text material in the 2013 curriculum need to be designed in an interesting learning media.

Based on the results of observations carried out by researchers in State Senior High School 1 Tanjung Balai Academic Year 2024-2025 and based on data from teacher and student reports during this learning process, the learning that has taken place at State Senior High School 1 Tanjung Balai Academic Year 2024-2025 tends to be monotonous; namely, the learning process takes place with a lecture method using textbook media (notes). This has an impact on learning that is boring, students do not respond, are easily bored, lack initiative, and depend on the teacher when the material delivery process takes place, so that it does not stimulate student creativity. Looking at the results of the Indonesian language scores in the previous semester exam, the average student score in the Indonesian language subject tended not to reach the set KKM. The KKM value set in State Senior High School 1 Tanjung Balai Academic Year 2024-2025 in class X is a score of 70, while the average score of students in the Indonesian language is only 63. This is in line with the findings of Sari (2023), which show that the use of interactive learning media can improve learning outcomes by up to 25% compared to conventional methods.

Another thing that is also a problem in teaching Indonesian in State Senior High School 1 Tanjung Balai Academic Year 2024-2025 is the utilization of learning facilities that are not optimal by teachers because most of the learning materials are taught using conventional methods, namely lecture methods. The facilities available at State Senior High School 1 Tanjung Balai Academic Year 2024-2025 such as in-focus, laptops, and printers, are not maximized because teachers do not understand how to use these facilities.

After observing the learning outcomes of students and based on the results of interviews with both students and teachers, it can be concluded that interactive learning media is very much needed in the teaching and learning process.

The development of multimedia-based learning media can solve the problems or difficulties faced by students in learning biographical retelling texts. Thus, with the development of appropriate interactive multimedia,

difficulties often faced in the learning process can be overcome. If the learning material to be delivered requires real examples, interactive learning media can help guide students by displaying interesting materials. As stated by Handoyo and Kamal (2025), interactive multimedia that integrates image, video, and sound elements can increase learning effectiveness by up to 30% by optimizing students' cognitive processes (Handoyo & Kamal, 2025). Therefore, multimedia-based learning media on biographical retelling text material is expected to foster students' interest and curiosity because, in addition to containing material, they are also equipped with music, pictures, and videos. Thus, learning biographical retelling texts becomes more interesting and easier to understand. This is also a strategic step in implementing technology-based learning, as emphasized in Permendikbud No. 37 of 2018, which emphasizes the importance of mastering technology in the 21st century learning process.

## II. METHODS

### A. Research Design

Research design is Research and Development (R&D). Research and development is a method for developing and testing products in the world of education. In addition to developing and testing products, this research is used to find new knowledge regarding fundamental phenomena and educational practices. Functioning to find phenomena is done through basic research, and then applied research is conducted for research on educational practices.

Brog and Gall (1983) stated that development strategy is a research product called research and development. R&D is a process used to develop and validate educational products (Borg et al., 2005). The design of learning development in multimedia-based teaching materials refers to the Dick and Carey model (2005:9) which states that there are stages that must be carried out (Dick, W & Carrey, 2005).

### B. Development Model

The development of interactive multimedia-based learning media in Indonesian language lessons was conducted using a development model known as Research and Development (R&D). According to Borg and Gall (Trianto, 2011:57) stated that research and R&D in education is a process used to develop and validate a product produced in education (Trianto, 2011).

In the development model, Borg and Gall contain a systematic blend of steps taken by researchers so that the product being developed has a standard of eligibility. Thus, what is needed in this development is a reference for the procedure of the product to be developed.

### C. Development Procedures

The development procedures undertaken to produce interactive learning media products were divided into five stages: (1) analyzing student needs and characteristics, (2) writing scripts and designing learning media, (3) carrying out product validation, (4) carrying out product trials, and (5) carrying out revisions.

### D. Data Collection Techniques

This research uses two types of data collection techniques: (1) tests to collect learning outcome data and (2) questionnaires to obtain data from material experts, design experts, and interactive multimedia-based media experts.

Class of Senior High School 1 Tanjung Balai Academic Year 2024-2025. The data collection tool used for the learning outcome test was a multiple-choice test comprising 20 questions.

### E. Data Analysis Techniques

Data analysis techniques are used to process data from sources owned by a researcher. Descriptive statistical analysis was used for data analysis. According to Sugiyono (2013:207) descriptive statistics are used to analyze data by describing or depicting data that have been collected without intending to make conclusions that apply to the public or generalization (Sugiyono, 2013).

The data obtained is data about learning media using interactive multimedia-based learning media on the material of writing student biographical texts. Class of Senior High School 1 Tanjung Balai Academic Year 2024-2025. These data were collected through validation by design experts (media experts), and questionnaires were distributed to 35 students.

Validation questionnaires were given to validators, individual trials, small group trials, and limited field trials made in the form of a Likert scale that was given a score, as seen in the table below. Sugiyono (2013:134)

stated that the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2013).

### III. RESULTS AND DISCUSSION

#### A. Product Development Research Results.

Learning media is one of the most useful learning tools that can improve the quality of learning. Today, the development of computer technology provides an opportunity to be used as a variety of learning media. One type of media that can be used is interactive multimedia-based media. The use of media can make it easier for teachers to deliver lesson materials, while providing opportunities for students to learn independently.

This media has been validated by material experts, namely lecturers at the Muslim Nusantara University Al Washliyah Medan, Masters Study Program in Indonesian Language Education, media experts, namely 2 teachers. State Senior High School 1 Tanjung Balai Academic Year 2024-2025 field of Indonesian language studies

The initial stage of research is to determine the subjects and materials to be developed. The next stage was to conduct preliminary research based on the syllabus. The purpose of this research is to obtain data on what needs are required of teachers and students in teaching and learning activities. In addition, this research was conducted with the aim of determining how the concept of the media to be created is depicted. This preliminary research was conducted in State Senior High School 1, Tanjung Balai.

The first process in this stage is to conduct a needs analysis. State Senior High School 1 Tanjung Balai by distributing questionnaires to 2 Indonesian language teachers and 35 students. This questionnaire contained information about the media developed by describing the definition of the learning media to be developed in the questionnaire, so that respondents had an idea of the questions listed in the questionnaire.

Based on the results of the questionnaire, 100% of teachers stated that they need learning media in the teaching process because it is very helpful in the process of delivering teaching materials to students. One hundred % of the students stated that they really need interactive multimedia-based learning media because the media can encourage students to learn independently without having to be accompanied by a teacher.

The validation of material experts on the development of interactive multimedia-based learning media on biographical retelling text material was carried out by two material experts, namely a lecturer at the postgraduate program at Al Washliyah Muslim Nusantara University, Medan, and an Indonesian language subject teacher. Class of Senior High School 1 Tanjung Balai Academic Year 2024-2025. The assessment is carried out to obtain information that can be used as a reference to improve the feasibility of the learning media that has been created. The validation results from material experts in the form of assessment scores for the components of interactive multimedia-based learning media on biographical retelling text material on the feasibility of learning materials are presented in the following table.

According to the material expert, the feasibility of interactive multimedia-based learning media from the perspective of the feasibility of the learning material content is mostly in the "very good" criteria. The table presents the results of the research by material experts on interactive multimedia-based learning media from the perspective of the feasibility of the learning material content lesson.

Table 1. Assessment Score of Material Quality in Interactive Multimedia-Based Learning Media Regarding the Suitability of Material Content

No	Assessment Indicators	Respondents		Total Score	Average	Criteria
		1	2			
1	Truth and Accuracy of Material	4	5	9	90%	Very good
2	Accuracy of Coverage of Material	5	4	9	90%	Very good
3	Truth of Concept	4	5	9	90%	Very good
4	Depth of Learning Material	4	4	8	80%	Good
5	Compliance with the curriculum	5	4	9	90%	Very good
6	Accuracy of the sequence of learning materials	5	5	10	100%	Very good
Average				54	90%	Very good

The results of the validation of material experts on interactive multimedia-based biographical retelling text-learning media in the form of assessment scores on components or assessment indicators are shown in Table 5. The assessment by material experts from the aspect of feasibility of presenting learning content is considered very good. The table presents the results of the material experts' assessment of the feasibility of the presentation.

Table 2. Assessment Score of Material Quality in Interactive Multimedia-Based Learning Media Regarding Learning Presentation

No	Assessment Indicators	Respondents		Total Score	Average	Criteria
		1	2			
1	Concept Order	5	4	9	90%	Very good
2	Student Involvement and Role in Learning Activities	4	5	9	90%	Very good
3	Feedback Quality	4	5	9	90%	Very good
4	Serving Time	4	4	8	80%	Good
	Amount			35	87.5%	Very good

Results of expert validation of interactive multimedia-based learning media components on biographical retelling text material regarding aspects of linguistic feasibility of learning.

According to an interactive multimedia-based learning media material expert, the linguistic feasibility aspect of learning is included in the very good category.

The assessment indicators of the linguistic aspects in this validation questionnaire consisted of six items. The following section presents an assessment of material experts on the linguistic aspects of interactive multimedia-based learning media.

Table 3. Scores for Assessment of Material Quality in Interactive Multimedia-Based Learning Media Regarding Learning Language

No	Assessment Indicators	Respondents		Total Score	Average	Criteria
		1	2			
1	Sentence Structure Accuracy	4	4	8	80%	Good
2	Sentence Effectiveness	4	4	8	80%	Good
3	Standardization of Terms	4	5	9	90%	Very good
4	Understanding of Messages or Information	4	4	8	80%	Good
5	Grammatical Correctness	5	5	10	100%	Very good
6	Spelling Accuracy	5	4	9	90%	Very good
	Amount			52	86.6%	Very good

The level of tendency of material expert assessment on interactive multimedia-based learning media is presented in the following table.

Table 4. Results of Material Expert Assessment on Interactive Multimedia-Based Learning Media

No	Criteria	Percentage	Frequency
1	Very good	$81\% \leq X \leq 100\%$	2
2	Good	$61\% \leq X \leq 80\%$	0
3	Currently	$41\% \leq X \leq 60\%$	0
4	Not good	$21\% \leq X \leq 40\%$	0
5	Very less	$0\% \leq X \leq 20\%$	0
	Amount		2

### Discussion

The development of interactive multimedia-based learning media was conducted based on the stages contained in the development procedure. The results of the development, in the form of learning media products, were then tested for feasibility or validation by predetermined experts.

Based on the validation results of the learning media by experts, it is known that the interactive multimedia-based biographical retelling text learning media product can be continued for individual tests, group tests, and



limited field tests. The interactive multimedia-based learning media that was developed met the standards based on learning media development design standards and learning material standards.

The results of the validation questionnaire given to learning material experts indicated that 88.03% of interactive multimedia-based learning materials on biographical retelling text material were suitable for use because they contained materials and criteria for delivering teaching materials that met the standards for delivering messages to students. In addition, learning media experts responded that 87.9% of interactive multimedia-based learning media on the biographical retelling text material were suitable for use because they were able to meet the principles and criteria for developing learning media.

This product development research is aimed at producing a learning product in the form of interactive multimedia-based learning media on biographical retelling text material for students.class X State Senior High School 1 Tanjung Balai Academic Year 2024-2025which is used to improve the quality of interaction in teaching and learning activities as well as improving student competency in accordance with the material discussed in the learning media that is prepared.

The revised and refined aspects based on data analysis and trials, as well as input from validators, namely material experts, learning media experts, and students as target users of interactive multimedia-based learning media, aim to explore several aspects that are common in the product development process. The learning media assessment variables had an average value in the very good category. The variables of the learning media products assessed included the appropriateness of content, presentation, language, programming, appearance, and graphics.

The following is a summary of the average percentage of assessment results for interactive multimedia-based learning media products on biographical retelling text material by material experts, media experts, individual trials, group trials, and limited field trials.

Table 5. Summary of Average Percentage of Assessment Results for Interactive Multimedia-Based Learning Media on Biography Retelling Text Material

No	Category	Average Percentage	Criteria
1	Learning material expert	88.03%	Very good
2	Learning media expert	87.9%	Very good
3	Individual trials	88.55%	Very good
4	Small group trials	88.55%	Very good
5	Limited field trial	90.37%	Very good
Average		88.68%	Very good

Some of the uses and benefits of using interactive multimedia-based learning media for biographical retelling text materials include:

- The material is easy to understand because the concepts presented are carefully planned to make it easier for students, and the media to be systematic, making it easier for students to understand the learning material.
- Learning activities are more interesting and do not cause student boredom in learning activities.
- Interactive multimedia-based learning media provides opportunities for students to learn independently.

From the results of the research data processing conducted, there is an average learning outcome of Indonesian language students on the biographical retelling text material that has been studied using interactive multimedia-based learning media, namely, an average score of 84.3, while the KKM value for Indonesian language for class X is 84.3. The State Senior High School 1 Tanjung Balai Academic Year 2024-2025is 70. After testing the effectiveness of the product, it was found that the interactive multimedia-based learning media product developed had an effectiveness of 84.28% with a very good category. These data also prove that interactive multimedia-based learning media is feasible to use and can be used to improve students' competence and knowledge.

The results of several relevant studies related to the development of interactive multimedia-based learning media using Adobe Flash CS5 in SMK class XI office administration expertise competency on basic competency of describing management information system by Nurul Anggraeni (2015). The results of this study are in the form of learning a DVD product. Based on the assessment results conducted by several experts, it is known that the management information system based on expert assessment stage I on the learning aspect obtained an average score of 3.8 with good category, and the content aspect obtained an average score of 3.8 with good category. Furthermore. Furthermore, expert assessment of material stage II on the learning aspect obtained an average score of 3.7 with good category, and the content aspect obtained an average score of 4

with good category. Interactive multimedia-based learning media on basic competency of describing management information system based on expert information media stage I on appearance aspect obtained an average score of 3.7 with good category and programming aspect obtained an average score of 3.6 with good category. Furthermore, media expert assessment stage II on the appearance aspect obtained an average score of 4.3 with a very good category, and the programming aspect obtained an average score of 4.5, with a very good category. Based on the trial results, it was stated that the product is suitable for use as a learning medium. Another research relevant to this research is the development of interactive multimedia-based learning media using Adobe Flash including research on the development of learning media to appreciate short story texts in class XI of SMA Negeri 1 Kedungreja by Rina Setiani (2015). The results of the study showed that the feasibility of learning media in accordance with the results of the validation of material experts on the learning aspect and content aspect obtained an average score of 3.76 with a very feasible category, the results of media expert validation on the appearance, programming, and media role aspects obtained an average score of 3.45 with a very feasible category. The results of the validation of Indonesian language teachers on the aspects of learning, content, appearance, programming, and media roles obtained an average score of 3.67 with a very feasible category. Based on the above research, it can be concluded that the product can be used as a learning medium.

From the results of the study above, it is concluded that the use of interactive multimedia-based learning media can improve student grades, become a very interesting learning media used in studying Indonesian language material, and can improve student learning outcomes, as indicated by increased student achievement.

Therefore, the use of interactive multimedia-based learning media allows students to more easily understand biographical retelling text material because this learning media allows students to interact directly with pictures, videos, and practice questions. This makes it difficult for students to learn the material because it contains detailed information. This media is also practical because it can be carried anywhere by students and studied independently.

#### IV. CONCLUSIONS

Based on the results and discussion of research on the development of interactive multimedia-based learning media, the following conclusions can be drawn. The validation results from material experts on interactive multimedia-based learning media on the developed biographical retelling text material show that: (1) the suitability of the learning material content is considered very good, with a percentage of 90%; (2) the suitability of the learning presentation is considered very good, with a percentage of 87.5%; and (3) linguistic suitability is considered very good, with a percentage of 86.6%. Thus, the material on interactive multimedia-based learning media in the developed biographical retelling text material is said to be suitable by learning material experts. The validation results from media experts on interactive multimedia-based learning media on the developed biographical retelling text material show that: (1) the quality of the learning display is considered very good with a percentage of 88.8%, (2) the feasibility of learning programming is considered very good with a percentage of 86.6%, and (3) the feasibility of learning graphics is considered very good with a percentage of 88.3%. Thus, interactive multimedia-based learning media on developed biographical retelling text material is considered feasible by learning media experts. Based on the results of the tests conducted, it is known that the learning outcomes of students who use multimedia-based learning media are higher than those of students who do not use multimedia-based learning media. This is evidenced by the average value of students who learn using interactive multimedia-based learning media, with an average value of 84.3 while students who learn using without interactive multimedia-based learning media have an average value of 65.1. Based on the product effectiveness test conducted on the media, it is known that interactive multimedia-based learning media are effective in the learning process. This is proven by the results of the product effectiveness test of interactive multimedia-based learning media, which had an effectiveness of 84.28% with a very good category.

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