



DEVELOPMENT OF ONLINE SNAKE AND LADDER MEDIA THROUGH GENIALLY TO IMPROVE THE LEARNING OUTCOMES OF IPAS STUDENTS OF GRADE V SDN HARGORETNO 2 KEREK DISTRICT

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Article info	ABSTRACT
<p>Corresponding Author:</p> <p>Khuddrotin Sri Suluh Gita Lestari srisuluhgita@gmail.com, PGRI Ronggolawe University (Unirow) Tuban</p>	<p>This research aims to develop online snake and ladder media through Genially to improve the learning outcomes of social studies of grade V students of SDN Hargoretno 2 Kerek District who meet valid, practical, and effective criteria. This type of research is Research and Development (R&D) with the ADDIE model. The test subjects included material experts, media experts, linguists, teachers, and 24 students of class V. Research instruments included validation sheets, observations, interviews, response questionnaires, and student tests. The validation results showed 94% subject matter experts, 88% media experts, and 84% linguists (all of which are very valid). The teacher's response questionnaire obtained 80% and the student 86% (practical), while the student's test results showed classical completeness of 88% (very effective). Thus, the online snake and ladder media through Genially is declared valid, practical, and effective to be used in social studies learning to improve student learning outcomes.</p> <p>Keywords: <i>Development, Media Genially, Learning, IPAS</i></p>
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INTRODUCTION

Education is useful in improving the quality of society's potential and helping to build an advanced civilization that produces human beings with character, intelligence, and noble character. According to the National Education System Law Number 20 of 2003 (Lestari et al., 2021), education is the provision of learning conditions and conditions so that students actively develop and improve their potential, such as religious strength, self-control, ethics, intelligence, and spiritual strength. is a conscious and deliberate effort to create a teaching and learning process. Noble morals and necessary skills can be acquired by ourselves and society (Nur A. & Hatip, 2023).

The quality of education in Indonesia is now getting better from time to time. The government always strives to improve all factors that can affect the development of the quality of education in Indonesia, such as the quality of teachers, students, curriculum, learning environment, learning opportunities and infrastructure (Chandra et al., 2021). Therefore, creating a good learning media requires creative and innovative educators. The use of educational media can help teachers present material more attractively so that students

can easily understand the material presented and improve student learning outcomes according to the independent curriculum.(Dewi et al., 2022)

Even in the 21st century, science and technology (IPTEK) is developing very rapidly and will be useful and beneficial for the Indonesian education system. The current generation can also be called the millennial generation who are familiar with the world of technology. Therefore, this technology can be used to create an educational platform to improve student learning outcomes, especially in science and social studies subjects (Lestari et al., 2021).

The independent curriculum itself is a new renewal of the previous curriculum, where students learn science and social studies, and become IPAS (Science, Social Studies). The purpose of studying science and social studies in this curriculum is to develop research skills and develop knowledge and concepts during learning to understand oneself and the environment. Social studies learning helps stimulate students' curiosity to learn about the phenomena that occur around them (Dwi et al., 2023). This independent curriculum integrates learning between Natural Sciences (IPA) and Social Sciences (IPS), with Social Sciences becoming IPAS. Science learning in class V itself uses a unique method, which combines science learning in one semester, in other words teaching science and social studies every semester (Dewi Astuti et al., 2022).

Aspects that can support the learning process during the implementation of the independent curriculum means having learning tools. According to (Murti et al., 2023) "Learning tools are various tools and media used by teachers and students in carrying out the learning process and must be prepared before carrying out learning." Learning tools for independent learning are very diverse, one of which is educational modules. According to (Fauziah et al., 2024) "This learning module is an evolution of the Learning Performance Plan (RPP) which contains more detailed instructions such as student activity sheets and assessments to measure the achievement of learning objectives, we are ready."

The components of the complete education module include: There are three key elements. This means general information consisting of school identity, initial competencies, Pancasila student profiles, facilities and infrastructure, student goals, and learning models used. The core components then consist of learning objectives, meaningful understanding, trigger questions, learning activities, assessment, reinforcement and guidance, reflection of students and teachers, and the final appendix component consists of student worksheets and reading materials for teachers and students. Glossary and references (Ministry of Education and Culture, 2022).

According to (Dewi Astuti et al., 2022) Genially media is a creative and innovative learning medium in the form of presentation materials, learning videos, learning games, and other types of educational materials. Mediagenial includes a variety of features such as presentations, animations or videos, infographics, electronic posters, quizzes, and games that can provide students with interactive learning media. From this we can conclude that media is a learning medium that includes various features such as presentations, learning videos, electronic posters, educational games, and other types of interactive materials. The existence of these diverse features is one of the reasons why researchers choose media wisely when delivering material so that the content is more interesting and not boring. This is because the media contains interesting pictures and texts that are able to arouse interest (Nur A. & Hatip, 2023).

Based on the results of observations made in grade V of SD Hargoretno 2, Kerek District, information was obtained that teachers still use traditional learning in learning. The teacher explains the learning and gives assignments in the book. Students are passive in learning and pay little attention to the teacher during the learning process. In addition, there are students who like to play alone, there are students who disturb their friends, and there are also students who are sleepy while studying.

Results of interviews with classroom teachers in Social Science Learning in grade 5 of SDN Hargoretno 2, Kerek District. The number of students in class V is 24 students. In the Learning Achievement Criteria (KKTP) in the complete category, there were 18 students with a percentage of 75%, and in the incomplete category, there were 6 students with a percentage of 25%. This is due to the student factor itself. Many students look passive and annoying to the friends next to them. When the teacher asks the students if they understand the material presented by the teacher, most of the students say they understand and do not want to listen to the material they do not understand, but this is also due to the lack of enthusiasm of the students in asking questions. The cause of low student learning outcomes. Another factor that contributes to poor student learning outcomes is learning. If the focus is only on the teacher, then students will quickly get bored and become passive learning participants. Departing from the above problems, the researcher intends to build an online snake and ladder learning media through genially which is believed to be more effective to support student initiative, creativity, independence and responsibility in accordance with the orientation of the study program.

METHOD

This study uses the Research and Development (R&D) with development model ADDIE (Analysis, Design, Development, Implementation, Evaluation) which aims to produce learning media in the form of Genially based online snake and ladder game in the science subject of class V SDN Hargoretno 2, Kerek District. This type of research is descriptive quantitative and qualitative, where qualitative data is obtained through observations, interviews, and input from validators and respondents, while quantitative data is obtained from the results of validation by experts (media, materials, and language), teacher and student response questionnaires, and learning outcome tests. The research procedure includes the stage of analyzing students' needs and characteristics, designing media designs, product development and validation, implementation through field trials to 24 class V students, and evaluating the effectiveness of media (Mesra, 2023). Data collection instruments include validation sheets, questionnaires, observation sheets, interview guidelines, and learning outcome tests. The data analysis technique uses qualitative descriptive analysis to interpret the inputs and observation results, as well as quantitative analysis to measure the level of Validity, Practicality and Effectiveness media with a percentage formula and classical completeness criteria $\geq 75\%$. Media is declared feasible if it meets the category of being very valid, very practical, and effective in improving student learning outcomes.

RESULT AND DISCUSSION

Finding

This research is a type of Research and Development (R&D) with products developed in the form of online snake and ladder game media through Genially to improve the learning outcomes of IPAS students in grade V of SDN Hargoretno 2, Kerek District. The development model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation). Based on the results of the research, the following data were obtained:

Analyze Stage

The needs analysis was carried out through interviews and observations on October 16-17, 2024 with teachers and principals of SDN Hargoretno 2, Kerek District. The results show that schools have implemented the Independent Curriculum, but learning is still teacher-centered, the teaching media used is not attractive, and teachers' creativity in developing media is still low so that students tend to be passive and learning outcomes are not optimal. The study subjects totaled 24 students (13 males, 11 females). Most students have low ability in the material "How to Get Electrical Energy", with 25% of students not yet reaching KKTP (≤ 75), and there are 3 students with special needs (slow learning). Curriculum analysis was carried out to adjust the Learning Outcomes (CP) and Learning Objectives (TP) based on Phase C of the Independent Curriculum (Ardiansyah et al., 2023).

Table 1. Learning Outcomes and Learning Objectives of Social Science Class V (Phase C)

Learning Outcomes (CP)	Learning Objectives (TP)
Students describe the threat of the energy crisis and propose savings efforts and the discovery of alternative energy sources.	1. Describe the definition of electrical energy. 2. Explain how to use electrical energy in daily life. 3. Identify the benefits of electrical energy at home and school. 4. Name the object that uses electrical energy correctly.

Based on the TP, a Learning Objective Reference (ATP) was formulated with the integration of online snake and ladder game media through Genially so that students can understand the concept of electrical energy in an interactive and fun way.

Design Stage

The design stage includes four steps, namely the selection of teaching materials, the design of materials, the preparation of the design of online snake and ladder media through Genially, and the preparation of assessment instruments. The following are the results of the pretest and the design of learning media (Nurjannah & Ndari, 2025).

Table 2. Student Pretest Results

Yes	Name	Score	Completeness
1-24	24 students of class V	50-92	18 complete, 6 incomplete
Classical Completeness			75%

In table 2. It can be seen that out of 24 students, 18 (75%) achieved a score of \geq KKTP.

Table 3. Online Snake and Ladder Media Show via Genially

Yes	Planning Stage	Results Obtained
1	Selection of Teaching Materials	Genially online snake and ladder media for social studies learning class V
2	Designing Learning Materials	The material includes electrical energy flow, energy sources, power circuits, electricity utilization, as well as tips for safe electricity use, presented interactively with animations and scores.
3	Crafting Media Design	The interactive board design contains quizzes, videos, and animations. The correct answer moves the piece forward, wrong backward.
4	Compiling Assessment Instruments	Prepare media validation instruments, teacher and student response questionnaires, and learning outcome tests.

Develop Stage

This stage aims to compile and test the feasibility of Genially's online snake and ladder media on the material How to Get Electrical Energy. Validation is carried out by three experts: material, media, and language.

Table 4. Material Expert Validation Results

Aspects	Score	Percentage	Criterion
Suitability of content, objectives, and teaching materials	33	94%	Highly Valid

The advice from experts is to add energy crisis information and fix inappropriate sentences.

Table 5. Media Expert Validation Results

Aspects	Score	Percentage	Criterion
Appearance, color, font size, and ease of use	31	88%	Highly Valid

Expert advice is to improve the font size, vary the color, and add the caption of the game symbols.

Table 6. Linguist Validation Results

Aspects	Score	Percentage	Criterion
Language suitability, order of explanation, vocabulary, and spelling	21	84%	Highly Valid

The advice from the expert is to improve the effectiveness of language in the first subchapter, the order of explanation, and the multiplication of spelling vocabulary

Implementation Stage

After being declared feasible by the validator team, the online snake and ladder media through Genially was tested on grade V students of SDN Hargoretno 2 on October 23, 2024. The trial was attended by 24 students for 2 hours of face-to-face lessons. Activities include orientation, motivation, material explanations, presentations, discussions, reflections, and the use of interactive media through the Genially link. Student learning outcomes were analyzed using the criteria of ≥ 75 completeness and $\geq 75\%$ classical completeness.

Table 7. Student Test Results

Yes	Student Test Results	Score	Completeness
1-24	24 students of class V	52-100	21 complete, 3 incomplete
Classical Completeness			88%

Of the 24 students, 21 achieved a score of \geq KKTP with a classical completion percentage of 88%, showing that the media was effective in improving social studies learning outcomes.

To assess the practicality of the media, teachers and students fill out a response questionnaire covering aspects of appearance, language, and content.

Table 8. Results of the Teacher Response Questionnaire

Yes	Aspects Assessed	Score
1–10	Attractive design, material suitability, font size, color composition, ease of use, and clarity of instruction	40 (80%)
Criterion		Practical

Table 9. Student Response Survey Results

Yes	Respondents	Total Score	Criterion
1–24	24 students of class V	1.032 (86%)	Practical

The majority of students stated that the media was interesting, easy to use, added motivation and enthusiasm for learning, and created a fun and sporty learning atmosphere. Online snake and ladder media through Genially effective (88% completeness) and practical (80% teacher response, 86% student response) to improve the learning outcomes of social studies for grade V students of SDN Hargoretno 2.

Evaluate Stage

At the evaluation stage, the researcher processed Quantitative Data obtained from the implementation stage, including Student Test Results and Teacher and student response questionnaire. The media said effective when classical completeness reaches $\geq 75\%$ with KKTP 75, and stated practical If the percentage of the questionnaire score is minimal 55% (the criteria are quite practical). The results of the analysis show that online snake and ladder media via Genially reach Classical completeness 86%so that Effective use in learning. Meanwhile, the results of the response questionnaire showed that 80% for teachers and 86% for students, which means that media falls into the category Practical and Suitable for Use as a social studies learning medium (Ricardo & Meilani, 2017).

Discussion

Data analysis is a step to describe the test results in detail as the basis for product revision. This research answers the formulation of the problem in Chapter I, namely assessing the validity, practicality, and effectiveness of online snake and ladder media through Genially based on the results of expert validation, teacher and student response questionnaires, and student tests.

Validity Data Analysis

Validation is carried out by three experts, namely material experts, media experts, and linguists. The validation results showed that: (1) material experts obtained a score of 33 out of 35 (95%) with a very valid category, (2) media experts obtained a score of 31 out of 35 (88%) with a very valid category but required a slight revision, and (3) linguists obtained a score of 21 out of 25 (84%) with a very valid category. Thus, the online snake and ladder media through Genially is declared to be very valid and suitable for use (Handayani et al., 2022).

Practicality Data Analysis

The practicality of the media was tested through a questionnaire of teacher and student responses. The results of the teacher response questionnaire showed a score of 40 out of 50 (80%) with the practical category, while the student response questionnaire from 24 participants obtained a score of 1,032 out of 1,200 (86%) with the practical category. Based on these two results (Fauhah & Rosy, 2020), the online snake and ladder media through Genially is declared to be practically used in learning.

Effectiveness Data Analysis

Effectiveness data was obtained from the results of students' tests after using online snake and ladder media through Genially. The calculation is carried out using the classical completeness formula:

$$KK (\%) = (\sum ST/n) \times 100\%$$

$$KK (\%) = (21/24) \times 100\% = 88\%$$

Of the 24 students who took the test, 21 students (88%) achieved a score of ≥ 75 (complete), and 3 students (12%) obtained a score of < 75 (incomplete). Based on these results, the online snake and ladder media through Genially is included in the very effective category because the classical completeness rate exceeds 85% (Safithri & Rukmi, 2021).



Product Revision

Product revisions are carried out based on input from experts and the results of teacher and student responses. This stage is the final refinement so that the media is suitable for use in the learning process. After the revision was carried out, the online snake and ladder media through Genially was declared ready and could be used optimally (Rahmawati et al., 2023).

Material Expert Product Revision

Revisions from subject matter experts are carried out once based on suggestions and inputs provided to improve the quality of learning content. These improvements ensure that the material in the online snake and ladder media through Genially becomes more accurate, systematic, and in accordance with the learning objectives.

Table 10. Material Expert Product Revision

Yes	The Wrong Part	Suggestions for improvement
1	 <p>A. Aliran Energi Listrik Energi listrik merupakan energi yang berasal dari pergerakan benda yang sangat kecil yang disebut elektron. Elektron bisa berpindah dari satu tempat ke tempat yang lain dan menciptakan arus listrik. Sengatan elektron bisa membahayakan nyawa. Elektron dihasilkan oleh pembangkit listrik. Elektron yang mengalir dari pembangkit listrik melalui kabel-kabel disebut arus listrik. Arus listrik mengalir pada rangkaian listrik. Rangkaian listrik sederhana terdiri atas sumber listrik, kabel, lampu, dan sakelar.</p> <p>In electrical writing there is an error, namely the lack of the letter I In electrical writing</p>	 <p>A. Aliran Energi Listrik Energi listrik merupakan energi yang berasal dari pergerakan benda yang sangat kecil yang disebut elektron. Elektron bisa berpindah dari satu tempat ke tempat yang lain dan menciptakan arus listrik. Sengatan elektron bisa membahayakan nyawa. Elektron dihasilkan oleh pembangkit listrik. Elektron yang mengalir dari pembangkit listrik melalui kabel-kabel disebut arus listrik. Arus listrik mengalir pada rangkaian listrik. Rangkaian listrik sederhana terdiri atas sumber listrik, kabel, lampu, dan sakelar.</p> <p>Needs a little improvement on listrik writing to be electric</p>





Addition of material on the energy crisis

Media Expert Product Revision

The revision of media expert products is carried out once. This is done based on the improvements that need to be made on suggestions and inputs from media experts (Permatasari et al., 2021). The following is input from online snake and ladder media media experts through *Genially* That researchers have developed:

Table 11. Media Expert Product Revision

Yes	The Wrong Part	Suggestions for improvement
1	 <p>In the text Game rules are less large in size and add captions to the material and quiz buttons</p>	 <p>Needs a slight improvement to the writing of the rules of the game</p>

Linguist Product Revision

The revision of linguist products is carried out once. This is done based on the improvements that need to be made on suggestions and input from linguists (Habsy et al., 2023). The following is input from online snake and ladder media linguists through *Genially* That researchers have developed:

Table 12. Linguist Product Revision

Yes	The Wrong Part	Suggestions for improvement
1	<p>B. Sumber Listrik</p> <ul style="list-style-type: none"> • Baterai • Aki • Dinamo • Generator <p>In the sub-chapter of the source listrik there is no introductory sentence</p>	<p>B. Sumber Listrik</p> <p>Sumber listrik berasal dari 2 jenis yaitu PLN dan non-PLN, yang dimaksud dalam bahan ajar ini adalah non-PLN yang terdiri dari :</p> <ul style="list-style-type: none"> • Baterai • Aki • Dinamo • Generator <p>In the sub-chapter of the power source, give an introductory sentence</p>

CONCLUSION

The final result of this study is in the form of online snake and ladder media through Genially which has been validated by three experts (material, media, and language) with very valid results. This media was developed to improve the learning outcomes of IPAS students in grade V of SDN Hargoretno 2 Kerek District, in the form of educational games containing rules, videos, materials, and interactive quizzes about electrical energy. Development using the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model through the stages of needs analysis, design and instrument design, expert validation, student trials, and evaluation of results. The validation results showed a score of 94% of material experts, 88% of media experts, and 84% of linguists, while 80% of teacher questionnaires and 86% of students, indicating practical and suitable media for use. The student test produced a classical completeness of 88%, so that the media was declared effective in improving learning outcomes. It excels because it looks attractive, is easy to use, supports collaboration, and is compatible across devices, despite its limitations in paid features, language, and internet dependence. Overall, this media deserves to be disseminated through scientific forums and publications, and can be further developed in other materials as technology-based learning innovations in the 5.0 era.

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