

STRATEGY FOR UTILIZING THE GAME-BASED LEARNING METHOD BALL-SHAKE IN BAR CHART LEARNING IN INDONESIAN LANGUAGE SUBJECT CLASS II-A SD ISLAM KAUMAN PATI

Ulif Unida Estiyowanti¹, Heny Kusmawati²

¹PGMI Tarbiyah Sekolah Tinggi Agama Islam Pati

²PGMI Tarbiyah Sekolah Tinggi Agama Islam Pati

[¹ulifunida@gmail.com](mailto:ulifunida@gmail.com), [²hkusmawati70@gmail.com](mailto:hkusmawati70@gmail.com)

ABSTRACT

This research aims to identify the steps of the strategy for utilizing the Game-Based Learning (GBL) method ball-shake, as well as the supporting and inhibiting factors in learning bar charts in the Indonesian language subject. This research uses a qualitative approach with a field research type. The research was conducted in class II-A of SD Islam Kauman Pati for approximately 3 months. Data collection techniques were carried out through structured interviews, non-participant observation, and documentation. Data triangulation from informants as well as primary data consists of interviews with the principal, teacher, and students. Meanwhile, secondary data comes from non-participant observation and research documentation at the school. Data analysis using the Miles and Huberman model includes data collection, data reduction, data display, and conclusion drawing. The research results show that 1) the steps of the strategy for utilizing the GBL method ball-shake include learning planning, preparing media and game rules, implementation of the ball-shake game, data processing and bar chart creation, as well as reflection and evaluation of the learning. 2) Supporting factors in the implementation of the GBL method include support from the school, the student activity and enthusiasm, and the use of simple learning media. In addition, the inhibiting factors include limited learning time and an uncondusive classroom atmosphere.

Keywords: Game-Based Learning, Ball-Shake, Bar Chart

A. Introduction

The quality of human resources has a significant influence on the progress of a nation. Meanwhile, the quality of education received significantly influences the quality of human. Education, according to Rahmat and Abdillah, has a crucial goal, namely to educate the life of the nation and to develop Indonesian

human resources who are devoted, virtuous, knowledgeable, skilled, physically and spiritually healthy, and responsible (Hidayat & Abdillah, 2019). Therefore, education in this era urgently needs innovation that can create a superior Indonesian state in various aspects.

In elementary education, understanding of concepts is crucial.

Conceptual understanding is defined as the ability to master something through a thinking process, which shows the extent of learning ability and becomes the basis for applying ideas. This understanding is also related to the development of students' brain thinking. Elementary school students are in the stage of concrete operational cognitive development according to Piaget, which makes them begin to be able to understand abstract concepts around them (Syafawani & Utami, 2025).

In deep learning, a teacher who only relies on lectures and does not involve the active participation of students can result in difficulties for students in understanding the material. This is contrary to the theory of constructivism, which emphasizes social interaction and the help of others or peers in building knowledge. This theory helps students understand concepts because they are directly involved in learning (Subiyantoro, 2022).

On the other hand, the use of lecture methods and the lack of innovation in the selection of methods and media also have an impact. The lack of interesting learning aids makes students feel bored and lose

motivation to learn. Assessment that depends just on memorizing formulas and concepts, without paying attention to understanding and application, make students unfamiliar to using diagrams in problem-solving (Misnawati et al., 2024).

Based on non-participant observations carried out by the researcher during the educational internship activities in class II-A of SD Islam Kauman Pati, many students still face difficulties in understanding the material in chapter 2, maintaining health, sub-chapter of the type of favorite sport, through bar charts in the Indonesian language subject. The learning difficulties of the students include interpreting information into the form of bar charts. The obstacle occurs because the presentation of the material is delivered by the teacher using a conventional method, namely lectures with a teacher-centered learning approach. This results in less optimal motivation and learning outcomes, as well as students easily getting bored and lacking enthusiasm in the learning process (Non-Participant Observation, SD Islam Kauman Pati, September 26, 2025).

This research is unique for several reasons, namely, first, the

material on data presentation and the skills of create and read information using bar charts are taught through mathematics subject, but this time the material is taught through the Indonesian language subject, chapter 2, maintaining health, sub-chapters of the type of favorite sport. Second, the application of the Game-Based Learning method, which has been modified into a fun game called Ball-Shake, is suitable for implementation in the lower-grade.

This research also has several similarities and differences with previous studies. First, the research by Farid Hatul Hasanah (2023) is titled "The Application of the Game-Based Learning Model in Increasing the Learning Motivation of Social Studies in Class VIIIB MTS Lombok Kulon Bondowoso for the 2022/2023 Academic Year" (Hasanah, 2023). This research has similarities in discussing the utilization of the GBL learning method. The difference is that the thesis research uses the classroom action research method and focuses on increasing learning motivation, particularly in the subject of Social Studies for students in Class VIIIB MTS Lombok Kulon Bondowoso. Meanwhile, this research uses the

qualitative field research method and focuses on the utilization of the GBL learning method with a ball-shake on bar chart material in the Indonesian Language subject class II-A SD Islam Kauman Pati.

Second, the research by Putri Fauziah Banani et al. (2024) is titled "Improving Student Learning Understanding Using the Game-Based Learning Model on Plant Material in Elementary Schools" (Banani et al., 2024). This research has similarities in discussing the utilization of the GBL method. This research also has differences from the research by the researcher. The method in the research by Putri Fauziah Banani et al. uses classroom action research on plant material within the context of elementary schools, while this research uses qualitative field research methods on bar chart material in the Indonesian Language subject class II-A SD Islam Kauman Pati.

Third, the research by Awwalina Mukharomah (2025) is titled "Implementation of the Game-Based Learning Model in Improving Student Understanding in the Al-Qur'an Hadist Subject at MAN 2 Mojokerto" (Mukharomah, 2025) has similarities

in discussing the utilization of the Game-Based Learning model and using qualitative field research method. The difference is that the research by Awwalina Mukharomah focuses on improving student's understanding in the Islamic subject of Al-Qur'an Hadist on the topic of amar ma'ruf nahi munkar in classes XI and XII at MAN 2 Mojokerto. Meanwhile, this research focuses on the topic of bar chart in the Indonesian Language subject class II-A at SD Islam Kauman Pati. In this study, the use of the GBL method is also modified into a ball-shaking game, which is very suitable for application at the elementary school level, especially in lower class.

By using the GBL method Ball-Shake, it is hoped that students can increase their learning motivation and understand the material of chapter 2, maintaining health, sub-chapters of the type of favorite sport through bar charts in Indonesian language subjects. Therefore, the researcher is interested in conducting research entitled "Strategy for Utilizing the Game-Based Learning Method Ball-Shake in Bar Chart Learning in Indonesian Language Subject Class II-A SD Islam Kauman Pati."

B. Research Method

This research uses a qualitative approach. Moleong in Ka'anto et al., "Qualitative research is a type of research that aims to understand phenomena by describing them in words and natural language" (Ka'anto et al., 2025). Moleong emphasized a deeper understanding of social situations. This understanding is expressed in verbal or written form, not in statistical data. The type of research used in this study is field research.

According to Pilot and Hungler in Rajkumari Haripriya Devi, et al., "Researchers must be able to determine where the research will take place and when the data will be collected" (Devi et al., 2025). The research location is class II-A of SD Islam Kauman Pati. The research time takes approximately 3 months, starting from February 24, – April 23, 2026. The research required data from 3 informants, namely:

1. The principal of SD Islam Kauman Pati, Arif Rahman, S.Pd.,Gr
2. The teacher of class II-A SD Islam Kauman Pati, Suprihatin, S.Pd.,Gr
3. The students of class II-A at SD Islam Kauman Pati, Aqil and Jihan.

Based on the 3 informants above, it can be explained that the data collection technique according to Ahmad Tanzeh in Ambarwati, is a systematic and standard method to obtain the data needed in research (Ambarwati, 2022). Some of the data collection techniques used include structured interviews, non-participant observation, and documentation.



Figure 1 Documentation of Interview with the Principal, Teacher, and Students

In accordance with the data collection technique, the research data is categorized into primary and secondary data. Primary data is the main data, while secondary data is additional data (Haryoko et al., 2020). The source of primary data comes from informant interviews. Meanwhile, secondary data comes from observations and research documentation at the schools.

Miles and Hubberman in Sugiyono explain that the activity of analyzing data in qualitative research is conducted thru mutual influence and occurs continuously. So that all information can be revealed completely. Activities in the data analysis process include data collection, data reduction, data display, and conclusion drawing (Sugiyono, 2020).

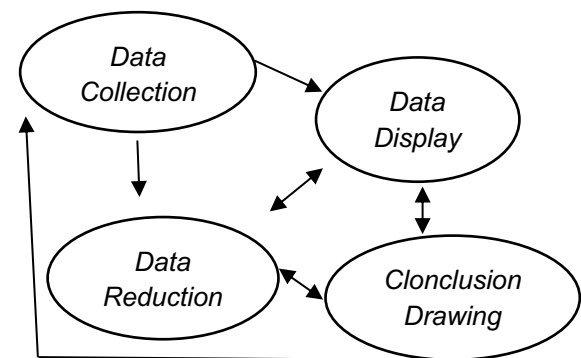


Figure 2 Miles and Huberman Data Analysis Model Design

C.Research Results and Discussion

1. Steps of the Strategy for Utilizing the Game-Based Learning Method Ball-Shake

Based on the interview results, the utilization of the GBL method ball-shake in bar charts learning in the Indonesian Language subject is carried out through several steps, namely:

a. Learning Planning

Plan learning by teachers by determining TP that is in accordance with CP in the deep learning curriculum.

The class teacher said:

“For the planning related to the Game-Based Learning method ball-shake, first, I identify the learning objectives. Then I synchronize it with the applicable curriculum” (Suprihatin, Personal Interview, March 3, 2026).

The principal also stated:

“The teacher starts the lesson by explaining the learning objectives first, then reads the rules of the ball-shaking game, after which the game begins but according to the material, and ends with evaluation and reflection” (Arif Rahman, Personal Interview, February 24, 2026).

The above statement is supported by the research of Elmi Hanjar Bait, et al., TP provides an opportunity for teachers to create learning experiences that are more relevant to the needs of students and can be adjusted to their individual conditions (Bait et al., 2025).

At this planning step, teachers place more emphasis on the process of learning, namely the extent to which students are able to understand the material in depth

before the learning outcomes. This is in line with the context of deep learning, which emphasizes mastery of the material in depth and applicability, rather than just memorizing or understanding it as it is (Al-Am et al., 2025). The teacher not only wants their students to understand the concept of bar charts, but also to be able to understand, interpret, and apply that concepts in their daily lives.

b. Preparing Media and Game Rules

The learning media used as a tool for the ball-shake game needs only used items that are easily found in everyday life, namely, colorful balls and cardboard. Contextual media that is easily found in daily life, help students understand concepts more concretely. This is in line with the results of Dena Elis Setyawati's research, shows that the application of concrete media in learning can have a positive impact, namely, increasing student's understanding of concepts and teacher creativity (Setyawati, 2024).

After that, the teacher and students made a class agreement

to determine the rules of the game. This class agreement includes rules as a reference for the game. In addition, it is also about the consequences if a violation occurs. The teacher stated that:

“During the implementation of the Game-Based Learning method ball-shake, can the students cooperate well or not? So, I first establish the class agreement, starting with punishment, other matters, and then begin the game” (Suprihatin, Personal Interview, March 3, 2026).

In connection with the teacher’s statement, the principal stated:

“Here, the teacher acts as a facilitator and guide. So, the teacher must make sure that the students understand the rules of the game, maintain classroom conduct to keep it organized, and also connect the game with the learning goals that were presented at the beginning” (Arif Rahman, Personal Interview, February 24, 2026)

This is in line with one of the concepts of constructivist theory, namely, scaffolding. Students need the role of an adult in the learning process. However, the support must be further reduced until it reaches the level where students can learn independently. Support can be provided in the form of

instructions or warnings, so that students are able to anticipate and deal with any problems that may arise (Suyatno et al., 2023).

c. Implementation of the Ball-Shake Game



Figure 3 Ball-Shake Game

Students take turns and order based on the attendance number, playing a ball-shake game in front of other students. Each student shakes the cardboard box that contains colorful balls, then other students observe what color balls come out.

The teacher explained that:

“The students observed the ball coming out of the box and then noted the results” (Suprihatin, Personal Interview, March 3, 2026).

Jihan, a student of class II-A, also conveyed the same thing:

“Shaking the ball, and then if the ball falls, it will be written by friends” (Jihan, Personal Interview, February 24, 2026).

The use of the game-based learning method shaking ball creates learning based on real

experience. Students are directly involved in the game. Haerul Annuar, et al., stated that the GBL method uses aspects of participation and motivation in games to foster an interactive learning atmosphere, encouraging the development of cognitive, emotional, and social skills among students (Annuar et al., 2025).

The use of the GBL method in learning bar charts in the Indonesian Language subjects is in line with constructivist theory. Students are participate directly in game-based learning activities. Constructivism helps students build understanding through interactions such as discussion, collaboration, and reflection with others or peers. Additionally, through the concept of the zone of proximal development in constructivist theory, it shows that students can understand the material with the help of teachers and other students in class II-A (Subiyantoro, 2022). Indirectly, through the GBL method, students obtain a zone of proximal development, which is the learning space obtained from their own learning outcomes and with the help of others through the

interactions created (Andini et al., 2025).

d. Data Processing and Creation of Bar Chart

After the game is over, the students collect data based on the game results. From the obtained data, the students processed the data into bar charts form. The bar chat is titled "Favorite Sports Class II-A". With the caption, red is swimming, yellow is running, green is badminton, and blue is football.

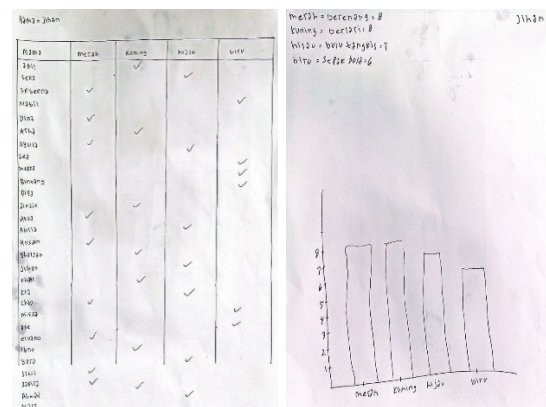


Figure 4 Student Worksheet

Through the activity of playing with the ball, students find it easier to understand the material about the presentation of data through bar chart. This was conveyed by the teacher through a personal interview:

“So far, from what I've seen, the children can understand it easily because they participate directly, they are playing” (Suprihatin, Personal Interview, March 3, 2026).

The principal also gave a statement that:

“Yes, from my observations, the students become more active and easily understand the material. So the steps taken by the class teacher are correct” (Arif Rahman, Personal Interview, February 24, 2026).

The process carried out by students shows meaningful learning. This is because students experience and jump directly to obtain data. Meaningful learning prioritizes deep understanding, where students not only memorize but can also understand and apply (Nongko, 2025).

Therefore, this step becomes a core and crucial step in the learning process, especially when linked to constructivist theory. Where students can build knowledge through real experience from their social interactions. Students also prefer a learning process that involves games in the process, so that learning motivation and understanding can increase simultaneously.

e. Reflection and Evaluation of Learning

After all students finished drawing the bar charts, the teacher and the

students conducted a reflection and evaluation of the learning.

The teacher states that:

“Then I made reflections from the students and teachers, both weaknesses and obstacles. Then finally, the learning evaluation, from here we can draw conclusions from the implementation of Game-Based Learning with the results or result of knowledge, skills, and attitudes” (Suprihatin, Personal Interview, March 3, 2026).

In constructivist learning, reflection becomes one of the crucial steps. Reflection can help students in reflecting on their experiences after playing. In addition, students can identify and connect patterns with existing knowledge and deepen understanding (Subiyantoro, 2022). So, reflection can help in evaluating understanding and identifying which parts need improvement.

In addition to reflection, teachers also evaluations of the learning that has been carried out to measure student's learning outcomes. The evaluation of learning is based on the achievement of TP. However, the evaluation is carried out not only focusing on the final results, but also on the learning process, such

as the activeness, involvement, and activeness of students during learning.

1. Supporting and Inhibiting Factors

a. Supporting Factors

1) Support from the school

Based on the results of the interview, the principal provided a statement regarding their support for the use of the Game-Based Learning method.

The principal stated:

“The school supports GBL because it can increase student motivation. We also give freedom to classroom teachers to innovate in their teaching, including the use of game-based methods like that” (Arif Rahman, Personal Interview, February 24, 2026).

This is supported by the results of research by Nurvianti, et al., that innovative learning strategies that receive the support of schools, teachers, students, and several related parties can be optimally implemented to create a more quality, adaptive, and relevant education (Nurvianti et al., 2023). The strategies, methods, or media of learning to be implemented will not run

optimally without support from these parties. This is because innovative learning is expected not only to transfer knowledge, but also to equip students with the skills needed in the future.

2) Activeness and Enthusiasm of Students

Based on the results of the interview, students felt happy, excited, and easier to understand the bar chart that had been adjusted to the material of chapter 2 to maintain health, sub-chapters of the type of favorite sport. This condition indicates an increase in learning motivation, which is an important factor in achieving learning success.

The class teacher stated that:

“Based on their activity, they are very enthusiastic. Because they don't just learn, they are able to actively participate in the real world. The learning is centered on the students, so their motivation remains high and continues to increase. From that motivation, it can stimulate their knowledge more deeply” (Suprihatin, Personal Interview, March 3, 2026).

The above statement is supported by research

conducted by Dewi Sulistiyowati and Nurul Aini, revealing that the use of GBL can increase student involvement during learning. The healthy competition that occurs during the game encourages students to understand the material. GBL makes learning more interactive, engaging, and challenging through games (Sulistiyowati & Aini, 2025).

3) Simple Learning Media

In the utilization of the GBL ball-shake method, teachers only need simple media, such as cardboard and colorful balls. This shows that teachers can create innovative learning by utilizing simple media. However, the simplicity of the media is still relevant to the teaching material.

The teacher stated that:

“The next supporters are materials like balls and cardboard” (Suprihatin, Personal Interview, March 3, 2026).

The principal stated that:

“In my opinion, it is very creative and innovative because it can utilize reusable materials” (Arif Rahman, Personal Interview, February 24, 2026).

The use of colorful balls generates student's enthusiasm for learning, so that learning becomes fun.

Aqil argued:

“More fun, because we play with colorful balls” (Aqil, Personal Interview, February 24, 2026).

Some of the statements above are supported by the results of research by Shelvly Ferawati Rurua, et al., that teachers can develop learning media with creative skills using simple materials (Rurua et al., 2023). The simple materials used only require a small amount of money, or even no cost at all because they utilize existing used items. That way, teacher's creativity is tested in this case.

b. Inhibiting Factors

1) Limited Learning Time

During the process of implementing the Game-Based Learning method Ball-Shake, students in class II-A took turns practicing to shake the ball in front of the class. This results in the game taking a long time.

The teacher explained that:

“One of the challenges is that it takes a long time, because

we have to accommodate a number of students, specifically 29 students in class II-A. So, the children take turns demonstrating and practicing the ball shake” (Suprihatin, Personal Interview, March 3, 2026).

The same opinion was also conveyed by the principal:

“There are many visible obstacles, such as time management” (Arif Rahman, Personal Interview, February 24, 2026).

In its implementation, Game-Based Learning becomes a challenge if the curriculum has a time limit (Islam et al., 2024). This means that schools have a time limit for a subject or schedules, while this method takes more time than if using the conventional method of lectures. Therefore, the GBL method requires careful time planning so that it can be implemented and run effectively.

2) Unconductive Classroom Atmosphere

The unconductive classroom atmosphere is caused by several students who sometimes focus too much on their games, resulting in an unconductive classroom environment.

The teacher stated that:

“Sometimes there are children where the focus is divided, they are only interested in their games without paying attention to the learning goals” (Suprihatin, Personal Interview, March 3, 2026).

The principal also mentioned that:

“And another obstacle like the loud classroom condition” (Arif Rahman, Personal Interview, February 24, 2026).

In general, game-based learning tends to create a classroom atmosphere that is not conducive to learning. An unconductive classroom atmosphere can cause students to become unfocused on learning. Students become more interested in the game without paying attention to TP.

That statement is supported by research from Kireida Rona Islam, et al., which found that the application of the GBL method can make the class noisy, potentially affecting the suitability of the learning environment (Islam et al., 2024). This condition is natural, especially in low classes such as II-A. If this

condition occurs, teachers can overcome it with good classroom management.

From this research, the following conclusion can be drawn:

Table 1 Research Result

Steps of the Strategy for Utilizing the GBL Method Ball-Shake	
Step 1	Learning planning
Step 2	Preparing media and game rules
Step 3	Implementation of the Ball-Shake game
Step 4	Data processing and bar chart creation
Step 5	Reflection and evaluation of learning.
Supporting and Inhibiting Factors	
Supporting Factors	Support from the school
	Student activity and enthusiasm
	Simple learning medium
Inhibiting Factors	Limited learning time
	Unconducive classroom atmosphere.

E. Conclusion

According to the research result, the following conclusions are drawn:

1. The utilization of the GBL method is carried out through five steps, namely learning planning, preparing media and game rules, implementing the Ball-Shake game, data processing and bar chart creation, as well as reflection

and evaluation of learning. Through these steps, learning activities become more active, fun, and able to increase student involvement in understanding the material.

2. In addition, in the utilization of the GBL method Ball-Shake, there are supporting and inhibiting factors. Some of the supporting factors are support from the school, student activity and enthusiasm, and the use of simple learning media. The inhibiting factors include limited learning time and an unconducive classroom atmosphere.

DAFTAR PUSTAKA

- Al-Am, M. R., Ilyas, I., Nisa', R., Rahayu, A. P., Dewi, M. S., Mukminin, A., Faridah, E. S., Muhajir, M., Leksana, D. M., & Hanifah, U. (2025). *Deep Learning*. CV. Afasa Pustaka. <https://repository.metrouniv.ac.id/id/eprint/12261/1/buku%20ok%20%281%29.pdf>
- Ambarwati, A. (2022). *Metode Penelitian Kualitatif: Konsep dan Praksis dalam Bidang Pendidikan Agama Islam*. Al Qalam Media Lestari.
- Andini, S., Dewi, E. O., & Pinanta, R. R. M. C. (2025). Implementasi Game-Based Learning untuk Mengembangkan Keterampilan Sosial Anak Usia Dini. *Cokroaminoto Journal of Primary Education*, 8(4), 1568. <https://doi.org/10.30605/cjpe.8.4.2025.6502>

- Annuar, H., Solihatin, E., & Khaerudin, K. (2025). *Model Pembelajaran Saintifik: Berbasis Game Based Learning*. PT Literasi Nusantara Abadi Grup. <https://repository-penerbitlitnus.co.id/id/eprint/459/1/Model%20Pembelajaran%20Saintifik%20Berbasis%20Game-Based%20Learning%20%281%29.pdf>
- Aqil, (February 24, 2026), Personal Interview
- Bait, E. H., Mulyasari, E., Hendriawan, D., Arwasih, A., & Ulwan, M. N. (2025). Kurikulum Merdeka dan Dinamika Tujuan Pendidikan: Integrasi Capaian Pembelajaran (CP), Tujuan Pembelajaran (TP), dan Alur Tujuan Pembelajaran (ATP). *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, 13(1), 619. <https://doi.org/https://doi.org/10.20961/jkc.v13i1.97505>
- Banani, P. F., Chan, F. C., & Rosmalinda, D. (2024). Meningkatkan Pemahaman Belajar Peserta Didik Menggunakan Model Pembelajaran Game Based Learning pada Materi Tumbuhan di Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(4), 231–243. <https://doi.org/10.23969/jp.v9i04.20064>
- Devi, R. H., Bhuyan, N. S. A., Khatun, R., Ahmed, N., Ekke, N., Barbhuiya, N. R., Khatun, R., Aktar, R., Sabnam, N., Sultana, R., & Begum, R. (2025). A Study to Assess the Knowledge Regarding Risk Factors and Prevention of Diabetes Mellitus among the Adults in Selected Urban Community, Guwahati. *International Journal for Multidisciplinary Research (IJFMR)*, 7(4), 16. <https://doi.org/https://doi.org/10.36948/ijfmr.2025.v07i04.50125>
- Haryoko, S., Bahartiar, & Arwadi, F. (2020). *Analisis Data Penelitian Kualitatif: Konsep, Teknik, & Prosedur Analisis*. Badan Penerbit Universitas Negeri Makassar. <https://eprints.unm.ac.id/20838/1/buku%20Sapto%20METODOLOGI.pdf>
- Hasanah, F. H. (2023). *Penerapan Model Game Based Learning dalam Meningkatkan Motivasi Belajar IPS di Kelas VIIIB MTS Lombok Kulon Bondowoso Tahun Pelajaran 2022/2023* [Skripsi]. UIN Kiai Haji Achmad Siddiq Jember Fakultas Tarbiyah dan Ilmu Keguruan. https://digilib.uinkhas.ac.id/31492/1/Faridhatul%20Hasanah_T20199001.pdf
- Hidayat, R., & Abdillah, A. (2019). *Ilmu Pendidikan (Konsep, Teori dan Aplikasinya)*. Lembaga Peduli Pengembangan Pendidikan Indonesia. <http://repository.uinsu.ac.id/8064/1/Buku%20Ilmu%20Pendidikan%20Rahmat%20Hidayat%20%26%20Abdillah.pdf>
- Islam, K. R., Komalasari, K., Masyitoh, I. S., Juwita, J., & Adnin, I. (2024). Pengaruh Model Pembelajaran Game Based Learning terhadap Motivasi Belajar Peserta Didik. *Jurnal Ideaspublishing*, 10(3), 624. <https://doi.org/10.32884/ideas.v10i3.1640>
- Jihan, (February 24, 2026), Personal Interview
- Ka'anto, K., Jiwantomo, S., & Chandra, A. N. (2025). *Metode Penelitian Kualitatif dan Kuantitatif (Teori dan Aplikasi disertai Contoh Proposal)*. Meta Nusantara.
- Misnawati, M., Patandean, A. J., & Rahmaniah, R. (2024).

- Implementasi Literasi Numerasi Pada Materi Diagram Batang, Diagram Garis Dan Diagram Lingkaran Dalam Pembelajaran Matematika Pada Siswa Kelas V Di UPT SPF SD Negeri Mongisidi II Makassar | Bosowa Journal of Education. *PBUP*, 5(1), 152. <https://doi.org/10.35965/bje.v5i1.5310>
- Mukharomah, A. (2025). *Implementasi Model Pembelajaran Game Based Learning dalam Meningkatkan Pemahaman Siswa pada Mata Pelajaran Al-Qur'an Hadist di MAN 2 Mojokerto* [Skripsi, Prodi PAI Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang]. <http://etheses.uin-malang.ac.id/75043/1/210101110068.pdf>
- Nongko, P. A. (2025). *Deep Learning: Strategi dan Implementasi di Kelas*. Gemilang Press Indonesia.
- Nurvianti, N., Hairani, H., & Hanifah, U. (2023). Strategi Guru dalam Menerapkan Pembelajaran Inovatif di Kelas. *Jurnal Literasiologi*, 9(4), 18. <https://doi.org/https://doi.org/10.47783/literasiologi.v9i4>
- Rahman, Arif, (February 24, 2026), Personal Interview
- Rurua, S. F., Gala, I. N., & Tanari, B. (2023). Pemanfaatan Bahan Sederhana Sebagai Media Pembelajaran di SD Negeri 1 Tangkura Kecamatan Poso Pesisir Selatan. *Jurnal Pengabdian Kepada Masyarakat Nusantara*, 3(2.2), 2062. <https://ejournal.sisfokomtek.org/index.php/jpkm/article/view/750>
- Setyawati, D. E. (2024). Penerapan Media Konkret untuk Meningkatkan Pemahaman Konsep dalam Proses Pembelajaran. *Sekar: Indonesian Journal of Community Engagement*, 1(1), 14. <https://id.scribd.com/document/964293510/Penerapan-Media-Konkret-Untuk-Meningkatkan-Pemahaman-Konsep-Dalam-Proses-Pembelajaran>
- Subiyantoro, S. (2022). *Teori Belajar: Landasan Teori Mendesain Pembelajaran Efektif*. Lakeisha. https://fkip.univetbantar.a.ac.id/wp-content/uploads/2025/05/Buku-Referensi_Teori-Belajar.pdf
- Sugiyono, S. (2020). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta. <https://online.anyflip.com/xobw/rfpq/mobile/index.html>
- Sulistiyowati, D., & Aini, N. (2025). Pengaruh Metode GBL terhadap Hasil Belajar Peserta Didik Kelas V Mata Pelajaran Pendidikan Pancasila di SDN Cemengbakalan 1. *Action Reserach Journal Indonesia*, 7(3), 2191. <https://doi.org/10.61227>
- Suprihatin, (March 3, 2026), Personal Interview
- Suyatno, S., Juharni, I., & Susilowati, W. W. (2023). *Teori Belajar dan Pembelajaran: Berorientasi Higher Order Thinking Skills*. K-Media. <https://eprints.uad.ac.id/44652/1/Teori%20Belajar%20dan%20Pembelajaran%20Berorientasi%20HOTS.pdf>
- Syafawani, U. R., & Utami, I. I. S. (2025). Perspektif Guru: Pengembangan Pemahaman Konsep Abstrak Siswa Melalui Implementasi Model Pembelajaran Concept Learning Pada Mata Pelajaran IPS. *Jurnal Pengajaran Sekolah Dasar*, 4(1), 57–78. <https://doi.org/10.56855/jpsd.v4i1.1556>