

The Influence of Baamboozle Learning Media on Social Studies Learning Outcomes of Grade IV Students

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ARTICLE INFO

Keywords:

Baamboozle, Learning Outcomes, Social Studies.

Article history:

Received: 2025-03-16

Revised: 2025-05-12

Accepted: 2025-08-10

ABSTRACT

Learning process activities are formed in a planned manner, this activity can facilitate effective learning that leads to the main determinants of adequate educational success for students so that learning outcomes are carried out well. This study aims to determine the influence of baamboozle learning media on the learning outcomes of fourth-grade students of SD Negeri 60 Lubuklinggau. The research method used is a quantitative approach with experiments. The population in this study was all fourth-grade students of SD Negeri 60 Lubuklinggau and the sample was class IV.B as an experimental class taken randomly. The data collection technique was carried out using a multiple-choice test technique of 20 questions. The data analysis technique used the t-test at a significance level of $\alpha = 0.05$. The results of the study showed that there was an influence of baamboozle learning media on the learning outcomes of fourth-grade students of SD Negeri 60 Lubuklinggau. The average learning outcomes of students in the experimental class were 82.91 and the control class was 69.96, analyzed using the formula for the equality test of two means (t-test) with a value ($t(\text{count}) > t(\text{table})$) ($4.76 > 1.67$), that H_0 was rejected and H_a was accepted. So, this study has the Effect of Baamboozle Learning Media on the Social Studies Learning Outcomes of Grade IV Students of SD Negeri 60 Lubuklinggau.

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1. INTRODUCTION

Learning is said to be a form of education that creates an interaction between teachers and students (Aprida, 2017). Furthermore, learning is a combination of several elements, such as the human element involving teachers and students, as well as material elements in the learning process (Hamalik, 2015). Learning process activities are designed in a planned manner, facilitating effective learning, leading to

the primary determinant of adequate educational success for students, thus ensuring successful learning outcomes. Teaching and learning activities are directed toward achieving specific objectives formulated before the teaching takes place. This component is inseparable from one of the learning outcomes to be achieved, namely in social studies learning.

Social studies learning aims to provide students with an understanding of natural and social concepts related to community life and their environment. In social studies learning, students can acquire knowledge, values, attitudes, and skills to understand social problems that arise in everyday life. Social studies learning is intended to instill a sense of love and pride in Indonesian society. Suhelayanti et al. (2023) stated that social studies learning is to shape the character of students to learn about social problems that are turbulent in the community environment, character attitudes in seeking alternative solutions to a problem and thinking positively about social phenomena faced. The substance leads to the main material of social studies, namely ethnic/tribal and religious diversity.

Ethnic/tribal and religious diversity learning is important for students so they can understand, appreciate, and apply an attitude of tolerance in everyday life. Especially in the teaching and learning process, students can develop an attitude of mutual respect and strengthen unity. Ethnic/tribal diversity can be a means to strengthen social relations, build harmony, and foster a sense of nationalism amidst differences. Azzahra (2024) stated that Indonesian society recognizes ethnic diversity as the center of nationalism, as stated in the motto *Bhinneka Tunggal Ika*, although different, they are still one, therefore learning about ethnic/tribal and religious diversity is indeed needed for students to learn so they can understand differences, appreciate diversity, and apply an attitude of tolerance and unity in social life both at school and in everyday life.

According to Suparlan (2020), the primary function of learning media is as a teaching aid that influences the climate, conditions, and learning environment designed and created by teachers. With learning media, students can overcome some limitations of experience, such as the opportunity to read books, and so on. Wulandari et al. (2023) state that learning media is a tool that teachers can use to convey information to students related to learning so that it is easy to understand. A teacher needs to use a variety of learning media that are appropriate to the learning material to help students improve their learning outcomes.

Based on the results of observations and interviews (attachment page 122) it is known that student learning outcomes have not reached the KKTP. This can be proven that from the learning outcomes of class IV.A it is known that the number of students who completed 29.63% (8 students) and those who have not completed 70.37% (19 students) of the total number of class IV.A students totaling 27 students. While the learning outcomes of class IV.B students are known that the number of students who completed 22.73% (5 students) and those who have not completed 77.27% (17 students) of the total number of class IV.B students totaling 22 students. This is known through initial observations that researchers conducted on Tuesday, November 5, 2024 in an interview with Mrs. Vera Febrianti, S.Pd explained that during the learning activities after the teacher's process of evaluating learning so far only used the usual method, namely giving questions either multiple choice or essay then students answer the questions on the answer sheet provided. Usually also applies the game method but only uses conventional printed media instead of using technology-based media. It was also discovered that many students' learning outcomes, or 70% of the total number of students, still fall short of the KKTP (Qualifying Minimum Competency). This indicates that the social studies material on ethnic/tribal and religious diversity does not meet the learning outcomes (CP).

Based on the existing problems, it was discovered that the low learning scores on ethnic/tribal and religious diversity were due to several factors. One factor was students' difficulty understanding the concepts due to a lack of interactive games or examples relevant to everyday life. The main factor was the lack of digital media or technology that captured students' attention. To address this issue, Baamboozle was provided as an alternative learning medium.

Baamboozle learning media leads to active student participation in the learning process through interactive games. This media helps students understand and analyze the material in a fun way and

helps them work together in groups because they have to talk to each other and help answer questions. One of the advantages of using Baamboozle learning media is that students only need to focus on the screen displayed by the teacher. This makes learning more interactive because students do not need to log in to participate in quizzes. Students also prefer to work together when playing this game in groups. This research was also conducted by Sari Rida Mariska et al., (2024) with the results of the study that there is an effect of Baamboozle learning media on student learning outcomes in the subject of Social Sciences class V MIN 3 OKU Timur. In this case, Baamboozle learning media is able to significantly improve the learning outcomes of Social Studies material on ethnic/tribal and religious diversity.

From the formulation of the problem stated, the purpose of this study is to determine the effect of baamboozle learning media on the learning outcomes of fourth-grade students of SD Negeri 60 Lubuklinggau. The results of the study are expected to be useful in making social studies learning more effective and efficient in a more interesting and easily understood way by students by applying game media in learning, especially in learning the material of cultural diversity and local wisdom.

2. METHODS

This research method uses a quantitative approach with experimental research methods. This type of experiment is considered good and meets the requirements. By meeting the requirements, another group (control) is included in the observations. With a control group, the effects of the Baamboozle learning media can be definitively determined by comparing them with those who received no treatment.

In this study, there were two sample groups: the first was an experimental group that was given treatment using Baamboozle learning media, and the second was a control group that was given conventional learning. Prior to conducting the experiment, a pre-test was conducted in the experimental and control classes. After administering the treatment, a post-test was conducted in both the experimental and control classes. The research design used in this study is shown in table 1.

Table 1. Pre-test and Post-test Control Group Design

Class	<i>Pre-Test</i>	<i>Treatment</i>	<i>Post-Test</i>
Experimental class	O1	X1	O2
Control class	O3	X2	O4

(Sugiyono, 2023)

Information:

A : Experimental class

B : Control class

O1 : Pre-test in the experimental class

O3 : Pre-test in control class

X1: Treatment with baamboozle learning media

X2: Learning without using baamboozle learning media

O2 : Post-test in the experimental class

O4 : Post-test in control class

The research location that has been conducted by the author is at SD Negeri 60 Lubuklinggau in Siring Agung Village, Lubuk Linggau Selatan II District. The time in which the research that has been conducted by the author was carried out in the even semester of 2025. This research was conducted in class IV of SD Negeri 60 Lubuklinggau which was carried out directly at the school. Located on Jalan Irigasi km. 12, Siring Agung Village, Lubuk Linggau Selatan II District, Lubuklinggau City, South Sumatra 31625. The population in this study is student. The sample consisted of 49 students from grade IV of SD Negeri 60 Lubuklinggau. The sampling technique used in this study was random sampling. This technique was used because each class of all subjects had an equal opportunity to be selected as a sample. The sampling technique was carried out by drawing lots. The data collection technique used

in this study was a test. The type of research instrument used was a test sheet containing 13 multiple-choice questions. The data analysis techniques in this study were; Determining the Average Value and Standard Deviation, Data Normality Test, Homogeneity Test, and Hypothesis Test.

3. FINDINGS AND DISCUSSION

The problem discussed in this study is the influence of baamboozle learning media on the social studies learning outcomes of fourth-grade students of SD Negeri 60 Lubuklinggau with the aim of describing the influence of baamboozle learning media on the social studies learning outcomes of fourth-grade students of SD Negeri 60 Lubuklinggau. This research began with conducting an instrument trial in class VA of SD Negeri 60 Lubuklinggau with a total of 23 students on social studies material which aims to determine the quality of the question instrument, because a research instrument is said to have good quality if it has test requirements including conducting validity tests, reliability tests, discriminatory power, and difficulty levels.

The results of the instrument trial showed that out of 20 multiple-choice test questions, 7 questions were declared invalid or could not be used as test instruments, while 13 other test questions were declared valid or could be used as test instruments because the value was greater with a reliability level in the very high category. Meanwhile, the results of the discrimination test showed that 4 questions had sufficient discrimination power, 9 questions had good discrimination power, 2 questions had very good discrimination power, and 5 questions had poor discrimination power. Likewise, the results of the difficulty level trial showed that 13 questions had a moderate level of difficulty and 7 questions had a difficult level of difficulty. $r_{pbis} > r_{tabel}$

After the instrument trial activity was carried out, the author conducted random sampling through a lottery technique. In this study, the two classes were given different treatments, the experimental class, namely class IV.B, was given treatment using baamboozle learning media, while the control class, namely class IV.A, was given treatment using conventional learning. The test given to students was in the form of 20 multiple choice questions which aimed to describe the effect of baamboozle learning media on the social studies learning outcomes of fourth-grade students of SD Negeri 60 Lubuklinggau.

The research on the sample class was conducted by conducting a pre-test in the experimental class to determine the initial abilities of students before being given treatment with Baamboozle learning media and a pre-test in the control class. Next, the treatment was continued by applying Baamboozle learning media in the experimental class, while the treatment was given by applying conventional learning in the control class. Then, a post-test was conducted in the experimental class to determine the final abilities after being given treatment with Baamboozle learning media and a post-test in the control class. In the initial test of students before being given learning with baamboozle learning media, it was known that the lowest score obtained by students was 31 and the highest score obtained by students was 77, while the initial ability of students in the control class was the result of the initial test (pre-test) of students before being given conventional learning with the lowest score obtained by students was 31 and the highest score obtained by students was 77. This was known from the students in the experimental class who got a score > 70 with the criteria of completion were 3 people (13.64%) and students who got a score < 70 with the criteria of not completion were 19 people (86.36%) and in the control class who got a score > 70 with the criteria of completion were 3 people (11.11%) and students who got a score < 70 with the criteria of not completion were 24 people (88.89%). The results of the initial test obtained an average pre-test score in the experimental class of 59.64 and a standard deviation of 11.05 and an average pre-test score in the control class of 56.04 and a standard deviation of 11.00. So, it can be concluded that the initial abilities of students in the experimental class are higher than those in the control class.

The results of the initial test (pre-test) in the experimental and control classes on the social studies material of fourth-grade students at SD Negeri 60 Lubuklinggau can be said to be still low. This is because the learning outcomes in the initial test in the experimental and control classes were caused by

students' lack of understanding of the social studies subject, so that students who did not understand the material on ethnic/tribal and religious diversity found it difficult to work on the test instrument.

The implementation of the Baamboozle learning media in this study was carried out as an effort to increase student engagement and motivation in learning through an interactive and game-based approach. This media was applied in learning activities by compiling questions packaged in the form of interactive quizzes, which students could answer in groups or individually. The use of Baamboozle has proven effective in creating a fun learning atmosphere, fostering a healthy competitive spirit, and helping teachers directly evaluate student understanding.

In implementing learning using the Baamboozle learning media, several obstacles were encountered by students. The implementation of the Baamboozle learning media in this study showed that although this media was able to create an interactive and enjoyable learning atmosphere, several obstacles were still encountered by students. Some of these obstacles include limitations in understanding digital game instructions, a lack of technological skills in some students, and difficulty in managing time when answering questions quickly. In addition, some students also felt nervous or stressed in competitive situations, which impacted concentration and the accuracy of answers. These obstacles are important evaluation materials in the implementation of the Baamboozle media so that in the future it can be adapted to the needs and characteristics of more diverse students. To overcome these obstacles, teachers can provide guidance on using Baamboozle before the activity begins so that students better understand the game instructions. In addition, the use of a more collaborative approach and providing more flexible time can also reduce stress and increase student concentration while playing.

The advantages of baamboozle learning media found in the implementation of learning, namely almost all students are interested and enthusiastic to follow the learning using baamboozle learning media, the author saw from the readiness of students in following the learning, the enthusiasm of each student in working together to answer questions, so that in this meeting the baamboozle learning media has been used well enough. The advantages seen from the application of baamboozle learning media according to Tyas Ajeng Ayuning (2025:30), the main advantage of baamboozle is its interactive and fun nature, so it is very effective to use as a means of learning evaluation. Evaluation in the form of this game is able to foster students' enthusiasm for learning and self-confidence.

The implementation of conventional learning found several obstacles faced by students, namely the classroom atmosphere is less conducive and even tends to be noisy, making it difficult for students to focus, many students become passive and only follow the learning without truly understanding the content of the material. In addition, students tend to rush in answering questions without fully understanding the meaning of the questions, so that errors often occur in answering. Conventional learning is also less able to accommodate differences in learning styles and individual abilities, and does not emphasize the connection between the subject matter and real life, so that students' understanding of the material is less than optimal and has an impact on low learning outcomes. Most students make mistakes in answering the questions intended in the problem, because students are too hasty in answering questions. In addition, students also seem to have difficulty connecting their understanding of the social studies material to the meaning of the problem asked in the question so that students are unable to interpret the actual answer. This results in students' understanding of the social studies material being studied being less than optimal, so that it will affect student learning outcomes to be less than optimal.

The results of the final test (post-test) of students after being given learning using baamboozle learning media with the lowest score obtained by students is 54 and the highest score obtained by students is 100, while the final ability of students in the control class is the result of the final test (post-test) of students after being given conventional learning with the lowest score obtained by students is 46 and the highest score obtained by students is 92. This is known from the students in the experimental class who got a score > 70 with the shoot criteria are 19 students (86.36%) and students who got a score < 70 with the incomplete criteria are 3 students (13.64%) and in the control class who got a score > 70

with the complete criteria are 10 students (37.04%) and students who got a score < 70 with the incomplete criteria are 17 students (62.96%). The final test results obtained an average post-test score in the experimental class of 82.91% and a standard deviation of 10.81 and an average post-test score in the control class of 69.96 and a standard deviation of 10.19. Therefore, it can be concluded that the final ability of students in the experimental class is higher than that of the control class.

The results of the analysis of the data normality test using the chi square formula, it is known that the pre-test data value for the experimental class is 5.5832, while the post-test data is 2.3206 with α is 11.07. This shows that the value is less than, then the pre-test and post-test data in the experimental class are declared normally distributed. While the data normality test in the control class, the pre-test data value for the control class is 5.1191, and the post-test data value is 2.7730, with α is 11.07. This shows that the value is less than, then the pre-test and post-test data in the control class are declared normally distributed. Based on the results of the data normality test in the experimental and control classes, it can be concluded that all data in this study are normally distributed. $X^2_{hitung} X^2_{tabel} X^2_{hitung} X^2_{tabel} X^2_{hitung} X^2_{hitung} X^2_{tabel} X^2_{hitung} X^2_{tabel}$

The results of the homogeneity test analysis using the variance test formula (F) show that the pre-test variance in the experimental and control classes has a value of = 1.01 less than = 1.67. This shows that the pre-test variance in the experimental and control classes is declared homogeneous. While the post-test variance in the experimental and control classes has a value of = 1.13 less than = 1.67. This shows that the post-test variance in the experimental and control classes is declared homogeneous. Based on the post-test results of the experimental and control class variance, it shows that the value is more than then the variance is declared homogeneous. $F_{hitung} F_{tabel} F_{hitung} F_{tabel} F_{hitung} F_{tabel}$

The results of the equality test of the two pre-test averages with known values of 1.26 and = 1.67 indicate that <, H_a is accepted and the equality test of the two post-test averages with known values of = 4.76 and = 1.67 indicates that > with a confidence level of $\alpha = 0.05$, meaning that there is an influence of the baamboozle learning media on the social studies learning outcomes of grade IV students of SD Negeri 60 Lubuklinggau. The use of baamboozle learning media can improve the social studies learning outcomes of students at SD Negeri 60 Lubuklinggau more than the use of conventional learning. $t_{hitung} = t_{tabel} t_{hitung} t_{tabel} t_{hitung} t_{tabel} t_{hitung} t_{tabel}$

In terms of description, students' initial abilities before being given learning with Baamboozle learning media in the experimental class and conventional learning in the control class have not achieved maximum results. This is because students' understanding of the material is still limited, where most students have not been able to answer questions correctly and show a lack of active student involvement in the learning process. In addition, students also appear to have difficulty linking their understanding of the material on ethnic/tribal and religious diversity to the meaning of the problem asked in the question so that students are unable to interpret the actual answer. The learning outcomes of students in the experimental class using Baamboozle learning media are greater than the learning outcomes of the control class using conventional learning. This is because Baamboozle learning media is designed interactively and is game-based, so it is able to increase student learning motivation through a fun and competitive atmosphere. This media not only encourages students to think critically and quickly in answering questions, but also involves them actively in the learning process, both individually and in groups. Thus, Baamboozle is an effective means to develop students' cognitive abilities and create a more meaningful learning experience.

Based on the results of the research that have been analyzed, it is known that the average initial test (pre-test) of the learning outcomes of students in the experimental class is 59.64 and the average final test (post-test) of the learning outcomes of students in the experimental class is 82.91 which shows an effective increase of 23.27. While the average initial test (pre-test) of the learning outcomes of students in the control class is 56.04 and the average final test (post-test) of the learning outcomes of students in the control class is 69.96 which shows an effective increase of only 13.92. The results of the normality test analysis (chi square) at a significance level of $\alpha = 0.05$ and dk = 5, in the experimental class and the control class show a value < so it can be concluded that the initial test and final test data

of both classes are normally distributed. The results of the homogeneity test analysis (F test) at a significance level of $\alpha = 0.05$ show a value $<$ so it can be concluded that the data of both classes are homogeneous. Furthermore, the results of the analysis using the two average equality test (t-test) showed a value $(> (4.76 > 1.67))$, so it can be concluded that H_0 is rejected and H_a is accepted. $X^2 t_{hitung} t_{tabel} t_{hitung} t_{tabel} t_{hitung} t_{tabel}$

This result is relevant to Chamelia Nadia's (2025) research entitled "The Effect of Baamboozle Edugame Media on the Learning Outcomes of Class V Science at SD Negeri 60 Lubuklinggau" which can improve student learning outcomes with classical learning outcomes in pre-test learning which are classified as sufficient and in post-test learning which are classified as good, with this, learning using Baamboozle learning media is able to improve learning outcomes significantly.

Based on relevant research, the Baamboozle learning media is proven to improve student learning outcomes. Teachers can use Baamboozle as an alternative learning medium for social studies and other subjects that suit its characteristics. Furthermore, efforts to overcome obstacles encountered include more thorough preparation and greater attention to student observations, ensuring proper control.

4. CONCLUSION

Based on the results of research and discussion, using baamboozle learning media can be concluded that there is "the influence of baamboozle learning media on the learning outcomes of fourth grade students of SD Negeri 60 Lubuklinggau". This shows that the use of baamboozle media is able to encourage students to be more actively involved in learning activities, through this interactive game students also contribute directly in collaborating to answer questions, discuss and are able to solve problems. Thus, baamboozle learning media is proven to be effective and suitable for use to improve the learning outcomes of elementary school students. This research is expected to be a basis and reference for further research, especially in the development of other technology-based learning media that are relevant to the conditions of students in elementary schools, as well as expanding the scope of research to other schools in order to obtain more comprehensive results.

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