Development of Domino Cards as A Social Science Learning Media on the Material of the Development of the Hindu-Buddhist Kingdom in Indonesia Based on Q. S. Yusuf Verse 111 At An-Nizam Private Middle School

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Article Info	Abstract
Article history: Received: 2 March 2026 Publish: 8 March 2026 *Keywords:* *Social Studies Learning Media;* *Domino Cards;* *The Development of Hindu-Buddhist Kingdoms in Indonesia.*	*This study uses a Research and Development (R&D) approach, which includes steps ranging from needs analysis, media design, product creation, expert validation, to student trials. The research findings show that the process of making domino cards is carried out systematically, resulting in learning media that are in accordance with the quality of the material and student requests. Domino card media is considered realistic and practical for use in social science education, according to topic experts and media professionals, as well as feedback from students. In addition, the results of the effectiveness test show that the use of domino cards can help students understand the material about the development of Hindu-Buddhist kingdoms in Indonesia, as evidenced by increased learning activity, and students' ability to understand concepts and learn lessons from history by integrating reflective values from Q.S. Yusuf verse 111.*

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1. INTRODUCTION

Education is an effort to shape an individual's character, personality, behavior, and intellectual abilities. In practice, education involves a learning process aimed at positive change. Generally, education is divided into formal and non-formal pathways. Formal education, which takes place in schools, is the most common system for acquiring knowledge. The learning process in schools focuses not only on the delivery of material by teachers but also provides space for students to play an active role in building their knowledge and learning experiences (Siregar & Nara, 2022).

Education is also understood as a conscious and planned effort to create a learning atmosphere so that students actively develop their potential, so that they have the personality, intelligence, noble morals, and skills needed by themselves and society (Marsa, 2021).

In practice, social studies learning still faces various obstacles, one of which is teachers' tendency to emphasize memorization. Although a variety of methods are used, such as lectures, question-and-answer sessions, and discussions, student engagement tends to be low. Many students simply listen without responding to the material presented. This condition easily causes students to become bored, resulting in decreased interest in social studies and impacting academic achievement. In particular, Indonesian history is often considered less engaging (Yurnita, Muspawi, & Rahman, 2024).

One institution facing this problem is An-Nizam Private Junior High School, particularly in history lessons. Based on interviews with the author, it was discovered that students had difficulty understanding the material on the Development of Hindu-Buddhist Kingdoms in Indonesia. This obstacle was influenced by minimal active student participation during the lesson and a method that still focused on teacher explanations, making the material less engaging.

Teachers have made efforts to increase student engagement through discussions and question-and-answer sessions. Although classroom interaction has increased, this approach has not fully enhanced student understanding and enthusiasm for learning, as students require concrete examples as learning resources. Therefore, innovation in the learning process is needed to make learning activities more active and contextual.

In the era of the Industrial Revolution 4.0, teachers are required to be more creative and innovative in creating a learning environment that supports rapid and effective conceptual understanding. If educators fail to adapt to changing times, their role could be displaced by technological advances (Azni, Syaukani, & Ananda, 2022). Therefore, engaging and relevant learning media are needed.

Selecting the right media will help students understand the material more easily and create a comfortable learning environment. Teachers need to consider the appropriateness of the media for the material being taught to optimally achieve learning objectives. Inappropriate media selection can hinder learning outcomes. Therefore, learning media plays a crucial role in the teaching and learning process, including clarifying material delivery, making learning more engaging, and improving student learning outcomes (Ningrum & Dahlan, 2023).

Limited school facilities and infrastructure require teachers to be more creative in implementing classroom learning. Creativity is a crucial element in the learning process, as it relates to the ability to produce something new, whether in the form of ideas or previously unseen works. One strategic step in achieving optimal learning is selecting the right media. Today, various types of learning media are available, ranging from simple to modern technology-based. However, simple, practical media that don't require sophisticated equipment, such as dominoes, remain relevant.

Domino cards are essentially visual media in the form of picture cards. This media is one tool that teachers can utilize to support effective learning. Their presence is expected to deliver learning resources communicatively, especially in history lessons that require a coherent understanding of the material. One example of media development is domino cards containing questions and answers related to the development of Hindu-Buddhist kingdoms in Indonesia (Putri et al., 2022).

Based on the observations, the researchers then attempted to develop a domino-based learning medium. While this medium resembles standard dominoes, the difference lies in its content, which includes social studies material, specifically the development of Hindu-Buddhist kingdoms in Indonesia. The principle of the domino game remains the same: to use up all the cards a player has.

This study aims to analyze the process of developing domino card learning media that is considered appropriate and effective for the material on the development of Hindu-Buddhist kingdoms in Indonesia based on the historical learning values in Q.S. Yusuf verse 111 at An-Nizam Private Middle School. This study not only focuses on the creation of the media and testing its effectiveness, but also on the active participation of students in social studies learning through the use of domino cards. The designed media is directed to stimulate students' cognitive, affective, and psychomotor domains through visual, interactive, and reflective approaches integrated with religious values.

Based on the above explanation, a renewal is needed in the form of domino card learning media combined with the values of the Qur'an, especially Q.S. Yusuf verse 111, on the material of the development of Hindu-Buddhist kingdoms in Indonesia. The development of this media is expected to increase students' interest and motivation to learn, help them understand historical material that tends to be abstract, and create a more lively, interesting, and meaningful social studies learning. In addition, these domino cards are also designed to support the formation of reflective attitudes and character of students through the appreciation of exemplary values contained in historical stories at An-Nizam Private Middle School.

2. LIBRARY STUDY
a. Q.S. Yusuf:111

شَيْءٍ كُل وَتَفْصِيلَ يَدَيْهِ بَيْنَ ٱلَّذِي تَصْدِيقَ وَلَٰكِن يُفْتَرَىٰ حَدِيثًا كَانَ مَا ۗ ٱلْأَلْبَٰبِ لِّأُوْلِي عِبْرَةٌ قَصَصِهِمْ فِي كَانَ لَقَدْ
يُوْ لِّقَوْمٍ وَرَحْمَةً وَهُدًى

It means: "*Indeed, in their stories there is a lesson for people of understanding. (The Qur'an) is not a fabricated story, but it confirms what came before it, and explains all things, and is guidance and a mercy for a people who believe.*

The Quran is the revelation of Allah SWT. which contains various important guidelines for human life. Therefore, reading the Quran is an act of worship that is obligatory for every Muslim (Syahfitri & Mahariah, 2025). The language used in the Quran includes various elements, such as concepts, stories, and history. The arrangement of the verses is arranged systematically and is full of scientific meaning, because all its contents are within the power and decree of Allah SWT.

The use of the language of the Quran in the story of Prophet Yusuf describes the dynamics of his personal life and family, which can be a reflection of the lives of modern humanity. It depicts the values of brotherhood, power, wealth, and love. The history of the life journey of Prophet Yusuf (AS) shows the happiness of his family as well as the severe trials he faced. With patience, determination, and always hoping for the pleasure of Allah SWT, he was able to face hatred and bad treatment from his brothers until he finally obtained a noble position with Allah SWT.

The story of Prophet Joseph contains many values of struggle in Islam that can be used as lessons to be applied in today's life. The story is immortalized in the Quran through Surah Yusuf, which contains a real picture of the dynamics of human life.

In the educational realm, instilling the value of patience through the story of the Prophet Joseph can help students prepare for social and moral challenges. By incorporating this story into the curriculum, educators can guide students in developing conflict resolution skills and building emotional resilience, essential in a changing world (Abdillah & Lubis, 2022).

b. Learning Media

The term learning media refers to the meaning of the word *media,* which in the KBBI is defined as a tool, intermediary, or connector that contains the core information. Etymologically, the word media comes from Latin *medius,* which means middle, intermediary, or messenger. In a general sense, media can be people, materials, or events that create conditions so that students can acquire knowledge, skills, and attitudes. The term media is also often paired with the word technology, which comes from Latin. *Boat* (art) and *logos* (science). When associated with learning, media is defined as a tool that functions as a connector and carrier of information in the learning process (Putri et al., 2022).

Media can be understood as various components and their environments that support the delivery of messages. In the context of learning, media are often defined as graphic, photographic, or electronic tools used to record, process, and present visual and verbal information. In general, learning media includes tools that assist teachers in teaching and a means of conveying messages from learning resources to recipients, namely, students. In certain situations, the media can even act as a proxy for teachers in delivering material. When optimally designed and developed, media can carry out the function of conveying information even without the direct presence of the teacher (Silitonga, 2024).

In the communication process, media is anything that serves to convey information to the recipient. Similarly, in learning, media serve as an intermediary used by teachers to convey material to students. The messages communicated in teaching and learning activities consist of content or teaching materials established in the curriculum, while the information sources can come from teachers, authors of books or modules, or other designers and developers of learning media (Siregar, Ammamiarihta, & Rohimah, 2023).

Damayanti et al. (2024), the objectives of using media in learning include:
1. Increase students' enthusiasm for learning.
2. Facilitate the delivery of learning materials.
3. Provides variety in learning methods.
4. Increase student participation in the learning process.
   There are several other important functions of learning media, namely:
1. As a tool to increase the efficiency and effectiveness of learning activities.
2. It is an important element in the teaching and learning process.
3. Visualize abstract concepts to make them easier to understand, thus avoiding misperceptions or learning that is too wordy.
4. Increase students' enthusiasm and motivation in following lessons.
5. Encourage improvements in the quality of student learning outcomes (Laksana, 2024).

In practice, the use of learning media in teaching and learning activities has various benefits, including: (1) helping to clarify the delivery of messages and information so that the learning process and results become more optimal; (2) attracting and focusing the attention of students so that it can increase learning motivation, open up opportunities for direct interaction with the environment, and provide opportunities for independent learning according to each person's interests and abilities; (3) overcoming limitations related to the senses, space, and time; and (4) presenting relatively similar learning experiences related to events in the surrounding environment and enabling direct interaction between students and teachers, the community, and their environment (Yusnaldi, Nasution, & Susanti, 2023).

Learning media is a crucial component in teaching and learning activities because it benefits both teachers and students. For teachers, media plays a role in facilitating the delivery of material, making it easier to understand and clearly structured, while also serving as an effective nonverbal communication tool. The use of media also encourages teachers' creativity in developing varied learning methods. Furthermore, the presence of media can lighten teachers' workload by presenting the material systematically, resulting in more efficient, high-quality learning and supporting professionalism in carrying out pedagogical duties.

Contextually designed learning media combined with appropriate strategies has been proven to increase the effectiveness of the learning process and help achieve learning objectives optimally (Tarigan & Perkasa, 2024). From a student perspective,

learning media can overcome limitations of space, time, and sensory abilities, foster motivation and interest in learning, and facilitate learning anytime and anywhere.

c. Domino Card Media

Domino cards are a form of learning media that falls into the category of flashcards. Flashcards themselves are picture cards roughly the size of a postcard. Dominoes are also known as playing cards, consisting of 28 cards, each divided into two sides with dots ranging from 0 to 6. This game is generally played by four people, although the number of players can be adjusted. The game usually begins with the lowest-value card, the blank card. The next player then connects cards with the same number of dots to form a continuous, unbroken sequence (Putri et al., 2022).

Modified domino cards with material about the development of Hindu-Buddhist kingdoms in Indonesia can be used as an effective learning medium because it combines elements of play and learning. Through this activity, students not only gain cognitive understanding but also develop affective and psychomotor skills, such as collaboration, critical thinking, and decision-making. Furthermore, the learning environment becomes more enjoyable, which can increase student motivation and interest in learning.

Several recent studies have revealed that domino card media has been developed by adding variations of questions and answers to each card, thus encouraging students to exchange ideas and discuss the answers more actively (Makur et al., 2025). In addition, the application of active learning methods based on *domino card learning* has been shown to increase student engagement by creating a more lively and communicative learning environment (Raudah et al., 2025). The use of dominoes also impacts learning motivation because the game strategy makes the learning process more enjoyable and minimizes boredom compared to conventional learning methods (Pajarudin, 2025).

d. Social Studies Learning

Social studies is a subject that discusses social life, with material drawn from various disciplines, such as history, geography, economics, sociology, anthropology, and constitutional law. Therefore, in this study, social studies is understood to have a meaning that aligns with the term *social studies* (Yusnaldi, 2019).

According to Ulfa (2024), social studies is a subject taught from elementary school (SD/MI) to junior high school (SMP/MTs). This learning aims to equip students with the knowledge, skills, attitudes, and values useful in dealing with personal and social issues, making appropriate decisions, and actively participating in community life, thus developing the character of responsible citizens. However, in practice, social studies learning often does not present concrete social issues or phenomena in the classroom learning process.

In general, social studies is an educational program designed to foster students' awareness of various social issues in their communities. Furthermore, this subject aims to foster a positive mental attitude in addressing and redressing social inequality, while also developing skills in addressing various issues, both individual and social.

These goals can be achieved if the planning and implementation of social studies learning in schools are carried out systematically and effectively. Broadly speaking, the goals of social studies learning in schools can be grouped into four main aspects:

1. Providing students with an understanding of human experiences in social life, both in the past, present, and future.
2. Helping students develop their ability to search for and manage information.

3. Guiding students in forming democratic attitudes and values in social life (Ulfa & Gunansyah, 2024).

The urgency of social studies is increasingly apparent, particularly in relation to character education and the formation of national identity. By studying national history and culture, students are able to honor the legacy of their predecessors and understand the values that underpin unity. However, one issue that frequently arises is low student interest in the material, which is considered uninteresting or boring (Alga et al., 2024).

in. The Development of the Hindu-Buddhist Kingdom in Indonesia

The ancestors of the Indonesian people possessed a high level of intelligence and adaptability in accepting foreign cultural influences. They were open and able to process foreign cultural elements without abandoning their own cultural identity of *local genius.* This ensures that indigenous culture is not simply lost, but rather blended with new elements, which are then passed down from generation to generation. This wise attitude in responding to foreign culture is worthy of emulation in dealing with the influx of foreign culture today.

The origins of the arrival of Hinduism and Buddhism in Indonesia remain unclear. One reason is the lack of written sources that clearly explain the process of their arrival. Historians, both domestic and international, have also not reached a consensus on the exact date of this influence. The information found in the literature is generally conjecture based on historical facts and open to various interpretations. To date, the strongest historical evidence of Indian religious influence in Indonesia can be found in inscriptions in the Kutai region and West Java (Hayati et al., 2023).

The activities of people's lives during the Hindu-Buddhist period were influenced by several kingdoms, namely:

1. The Kingdom of Kutai Martadipura: The Beginning of the Historical Era in the Indonesian   Archipelago
   The Kutai Kingdom was located in East Kalimantan, specifically around the Mahakam River. Its existence is evidenced by the discovery of seven Yupa-shaped inscriptions. These inscriptions use the Pallava script and are written in Sanskrit, providing early evidence of Indian influence in the archipelago.
2. Tarumanagara Kingdom: The Early Traces of Civilization on the Island of Java
   The existence of the Tarumanagara Kingdom is known from several inscriptions found in various locations, such as Ciaruteun, Kebon Kopi, Jambu, Pasir Awi, and Muara Cianten in the Bogor region, as well as the Tugu Inscription in the Cilincing area of Jakarta. These discoveries strengthen the evidence for the development of early civilization on the island of Java.
3. Sriwijaya   Empire: Maritime   Rulers   of   the   Archipelago
   Srivijaya was a center of power that implemented a system of chiefdoms and reached the peak of its glory in the 7th century. One historical piece of evidence of this is the Kedukan Bukit Inscription, dated 605 Saka (683 AD), which tells the story of Dapunta Hyang's sacred journey by boat as part of his expansion of power.
4. The Ancient Mataram Kingdom: The Splendor of Ancient Javanese Civilization
   Ancient Mataram became known through the discovery of an inscription in Canggal Village, southwest of Magelang. Written in the Pallawa script and using beautiful Sanskrit, the inscription contains the year 732 CE, marking the kingdom's founding.

5. Singhasari Kingdom: The Origin of the Nusantara Ruling Dynasty
   The founder and first king of Singhasari was Ken Arok. He fell in love with Ken Dedes, the wife of Tunggul Ametung, and subsequently took over power in the Tumapel region. Gradually, Ken Arok built his military strength and broke away from the rule of Kadiri, then led by Kertajaya, ultimately establishing the Singhasari Kingdom.
6. The Majapahit Kingdom: The Supremacy of the Glory of the Archipelago
   Raden Wijaya founded the Majapahit Empire and was known as a firm and wise ruler. He died in 1309 and was succeeded by Jayanegara. During Jayanegara's reign, Majapahit faced various internal problems.

2. RESEARCH METHODS

a. Population and Sample

The population of this study included all seventh-grade students of An-Nizam Private Junior High School who participated in social studies learning on the topic of the Development of Hindu-Buddhist Kingdoms in Indonesia, which is related to Q.S. Yusuf verse 111. The sampling technique used was purposive sampling, namely, determining the sample based on certain considerations or criteria (Azhari et al., 2023). Thus, the research sample was selected from seventh-grade students who met the criteria according to the research objectives. The number of samples determined in this study was 25 students.

b. Research Design

The method applied in this research is Research and Development (R&D). The R&D approach is a research method that focuses on product development while considering aspects of validity, practicality, and effectiveness to ensure the resulting product meets eligibility standards.

Sugiyono (2023) explains that Research and Development is a scientific method used to research, design, develop, and test the feasibility of a product that has been made.

The ADDIE model used in this research was introduced by Dick and Carey in 1996. The ADDIE model is a systematic framework for research and development that encompasses five main stages: Analysis, Design, Development, Implementation, and Evaluation. These five stages aim to produce effective learning products that are tailored to the needs of students and the learning context.

In developing learning media, this stage helps researchers analyze needs, formulate a design, develop the product, implement it, and conduct ongoing evaluation to improve product quality. Thus, the ADDIE model can be applied to various forms of learning product development, particularly in the development of Domino Card media.

c. Research Instruments

1. Interview
   Interviews were conducted during the initial development of the domino card media and were conducted concurrently with observation activities. These activities aimed to explore issues that arose during the learning process and gather information related to the development of Hindu-Buddhist kingdoms in Indonesia, combined

with the historical learning values as contained in Surah Yusuf, verse 111.

2. Observation

The questionnaire instrument for the expert test was developed based on the previously designed learning media assessment tool. The questionnaire was administered to subject matter experts, media experts, and language experts to obtain assessments and input that would serve as the basis for revising the domino card media and determining the product's suitability. Furthermore, the questionnaire was distributed to students at An-Nizam Private Junior High School to gauge their responses to the use of domino cards in social studies learning.

3. Validity Questionnaire

The questionnaire instrument for the expert test was developed based on the previously designed learning media assessment tool. The questionnaire was administered to subject matter experts, media experts, and language experts to obtain assessments and input that would serve as the basis for revising the domino card media and determining the product's suitability. Furthermore, the questionnaire was distributed to students at An-Nizam Private Junior High School to gauge their responses to the use of domino cards in social studies learning.

d. Data Analysis Techniques

The data analysis method in this study used both qualitative and quantitative approaches. Qualitative analysis was used to evaluate the quality of the learning media based on predetermined validity criteria.

1. Product development process data

Data in the domino card media development process was collected in descriptive form. The information consisted of comments, criticisms, and suggestions from material experts, media experts, and language experts, gathered according to the stages in the development research procedure. This process began with the collection of various references related to the material on the development of Hindu-Buddhist kingdoms in Indonesia, combined with the historical learning values in Q.S. Yusuf verse 111. The next stage included the preparation of research instruments, media design, and the creation of domino card prototypes tailored to the characteristics and needs of students at An-Nizam Private Middle School.

2. Domino Card Media Feasibility Test Analysis

Data analysis for validation was conducted based on assessments from media and material experts. This process involved calculating the average scores given by the validators. The formula used is as follows:

$$P = \frac{\Sigma x}{\Sigma y} \times 100\%$$

Information:

P = Eligibility Percentage

Σx = Validation Score

Σy = Maximum Score

3. Product trial data

Product trial data was obtained through **observation and student response questionnaires, where the student response questionnaires are calculated using the formula:**

$$P = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100 \%$$

Student response data analysis was conducted to assess their reactions to the developed domino card learning media. The data was obtained through a questionnaire completed by students after the media trial. Assessment was based on the questionnaire responses using a Likert-based instrument with a score range of 1 to 5.

3. RESULTS AND DISCUSSION
3.1.Research Results

In developing the domino card media, the researcher applied the Research and Development (R&D) method with reference to the ADDIE model. This model consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The final result of this process is a domino card media designed as a social studies learning tool on the material of the development of Hindu-Buddhist kingdoms in Indonesia, which is combined with the historical learning values in Q.S. Yusuf verse 111 and implemented to students of An-Nizam Private Middle School.

The development of domino cards as a social studies learning medium for the Hindu-Buddhist kingdom topic is closely related to the educational context at An-Nizam Private Middle School. Q.S. Yusuf, verse 111, emphasizes that historical stories contain lessons and wisdom for those who think. Therefore, history learning in social studies not only focuses on conveying past events but also plays a role in instilling reflective values and moral learning in students.

a. Analysis Level

The analysis phase began with identifying learning needs through observation, interviews, and questionnaires distributed to seventh-grade students of An-Nizam Private Junior High School. This activity aimed to determine the difficulties faced by students in understanding social studies material, particularly the topic of the development of Hindu-Buddhist kingdoms in Indonesia, while also examining their interest in the use of visual and interactive learning media. The analysis results showed that most students still experienced difficulties in understanding the concepts, figures, and sequence of historical events of the Hindu-Buddhist kingdoms. This was caused by the delivery of material that was mostly text-based and lacked variety. This condition resulted in low active student involvement in social studies learning and decreased their interest in historical material that is actually rich in learning values and meaning.

Based on these findings, learning media are needed that can attract students' attention, increase their participation in learning activities, and create a more enjoyable and meaningful learning experience. Based on this, the researcher designed a domino card media containing material on the development of the Hindu-Buddhist kingdom, presented visually, structured, and interactively with reference to the historical learning values contained in Q.S. Yusuf verse 111. This media is expected to facilitate students' understanding, hone critical thinking skills, and foster interest in social studies subjects through collaborative and reflective learning activities at An-Nizam Private Middle School.

b. Design Stage
  1. Product Design

The product of this research is a domino card media designed as a visual and interactive learning tool. The media is a set of domino cards containing

illustrations, concepts, and interconnected learning information so that it can be used in learning activities through games. Each card is arranged to help students understand the material on the development of Hindu-Buddhist kingdoms in Indonesia in a coherent and contextual manner, while integrating historical learning values sourced from Q.S. Yusuf verse 111.

Domino cards are printed on thick paper resembling playing cards for added strength and comfort during learning. The design is tailored to the characteristics of junior high school students, including size, visual appearance, and material complexity. The cards are arranged in pairs, each with a picture, a term, and a description of the material, encouraging students to think logically, collaborate, and actively discuss the learning process.

2. Initial Design

In the initial design stage, the researchers developed the visual design and technical aspects of the domino card media. These activities included determining the card dimensions, selecting the print material, and organizing the visual elements and learning materials related to the development of Hindu-Buddhist kingdoms in Indonesia. They also designed pairs of cards containing illustrations, terms, and concepts to logically relate to each other in the educational game.

This stage also includes arranging the card layout so that the information displayed is easy to read, understand, and engaging for students. All media elements are tailored to the characteristics of junior high school students and are directed to support social studies learning objectives integrated with the values of history learning as contained in Q.S. Yusuf, verse 111.

Gambar SEQ Gambar_ *
ARABIC 1 Desain Awal Produk

In the design stage of domino card media for social studies learning with the material on the development of Hindu-Buddhist kingdoms in Indonesia, researchers encountered a number of challenges that required special attention. The main obstacle arose when simplifying relatively complex historical material so that it could be presented in domino card format without reducing conceptual accuracy or continuity between events. In addition, the determination of information pairs on each card must be carefully arranged to suit the learning objectives while being able to stimulate students' thinking skills. Another challenge relates to adjusting the visual appearance of the cards to align with the characteristics of junior high school students, so that they remain attractive, easy

to understand, and able to convey learning messages based on historical reflective values as contained in Q.S. Yusuf verse 111.

c. Development Stage

The development phase involved producing learning media in the form of domino cards designed to present material on the development of Hindu-Buddhist kingdoms in Indonesia in a concise, structured, and easy-to-understand manner. Each card combines historical facts, key concepts, and supporting visual elements to enhance the effectiveness of social studies learning.

This media was developed so that students can learn the material through interactive and collaborative activities, thus encouraging active participation in the learning process. To ensure product quality, researchers conducted validation by involving a media expert (Mrs. Henni Endayani, M.Pd.), a material expert (Mr. Dr. Zaini Dahlan, M.Pd.I.), and a language expert (Mrs. Tri Indah Kusumawati, M.Hum.). The process aimed to assess the feasibility of the design, the accuracy of the material substance, and the clarity of the language used in the domino cards.

In the production stage, all text and visual components are arranged in a planned manner to produce media that is interesting, practical, and in accordance with the characteristics of junior high school students. Material regarding the development of the Hindu-Buddhist kingdom is presented according to the learning needs of students and is connected to the reflective values of historical learning contained in Q.S. Yusuf verse 111. Thus, learning is not only oriented towards cognitive aspects, but also has a deeper meaning. This domino card media is designed in a flexible and easy-to-use form, allowing students to interact directly with the material actively and enjoyably during social studies learning.

1. Product Manufacturing

At this stage, the researchers realized the plans created in the design phase into a tangible product in the form of a domino card learning media. All planned elements were then realized in the form of domino cards, which were used as a supporting tool for social studies learning on the development of Hindu-Buddhist kingdoms in Indonesia. The media production process took place from approximately October 15 to October 31, 2025.

After the domino card design was completed, the researcher equipped each card with illustrations, concepts, and material information that supported students' understanding of the development of the Hindu-Buddhist kingdom in Indonesia, while integrating the values of historical learning sourced from Q.S. Yusuf verse 111. The preparation of the material was carried out in a structured manner so that the resulting media was not only attractive in terms of appearance, but also in line with the objectives of social studies learning and practical for students to use.

2. Validation Process

The validation process was conducted by competent experts in their respective fields on the initial design of the domino card learning media. The initial feasibility assessment involved material experts, media experts, and language experts. During this stage, various comments, suggestions, and recommendations for improvement were obtained, which were then used as the basis for revising the developed product.

The following are the validation results from several experts, which can be seen in Table 4.1 below:

Table 1. Expert Validation Results

No	Information	Score Obtained	Maximum Score	Percentage Value (%)	Category
1.	Media Validation	84	100	84%	Very Worthy
2.	Material Validation	57	70	81%	Very Worthy
3	Language Validation	80	100	80%	Very Worthy

Based on the expert assessment results table, at the media validation stage conducted by Mrs. Henny Endayani, M.Pd., it was found that the maximum score listed in the instrument was 100. The instrument consisted of 20 statement items with the highest score of 5 for each item. From the total maximum score, the media expert gave a score of 84, so that the percentage obtained was 84% and entered the very appropriate category.

Furthermore, the validation of the material was carried out by Mr. Zaini Dahlan, M.Pd.I., using the instrument according to the initial design, namely 14 statements with the highest score of 5, so that the total maximum score reached 70. Of this number, the material expert gave a score of 5, which resulted in a percentage of 81% and was included in the very appropriate category.

Meanwhile, in the language validation carried out by Mrs. Tri Indah Kusumawati, M.Hum., the maximum score listed in the table is 80. This shows that the number of assessment items used is more than the initial design of 20 statements, with the highest score of 5. From the maximum score, the linguist gave a value of 80, so that a percentage of 80% was obtained, and it was in the very appropriate category.

3. Product Revision

Although the validators assessed that the developed domino card media was included in the category of very suitable for application in social studies learning, there were still several parts that needed to be refined according to suggestions from media experts so that the appearance was more optimal and attractive.

Improvements included refining the card's visual design, rearranging the text for clarity and clarity, and standardizing the typeface to make it easier to read, replacing the handwritten font of the initial design. Furthermore, the card's content was condensed to reduce clutter, helping students understand the information more easily. In terms of materials and construction, the domino cards were then printed using thicker, stronger materials for increased durability during learning activities, and they were arranged in a more structured and systematic manner.

In the early stages of development, the domino card media still had limitations in terms of neatness of design and strength of materials, but after revisions were made according to the suggestions of media experts, the product's

appearance became more attractive, professional, and suitable for use as a social studies learning medium on the material on the development of Hindu-Buddhist kingdoms in Indonesia.

Gambar 3 Tampilan produk setelah di revisi

4. Results of Media Practicality Analysis

No	Information	The average number of scores obtained	Maximum Score	Percentage Value	Category
1	Media Practicality	60,16	75	80%	Practical

Table 2 Results of Media Practicality Test

Based on the data in the table, the level of practicality of the media was measured through 15 questionnaire statements with a rating scale of 1–5, so that the maximum score that can be obtained is 75. The questionnaire was filled out by 25 students. The results showed that 4 students obtained a score of 75, 3 students obtained a score of 55, and 3 other students obtained a score of 60. Furthermore, 2 students each obtained scores of 53, 59, 50, and 63. Meanwhile, 1 student each obtained score of 68, 61, 54, 67, 52, 45, and 62.

When all scores are added together, a total score of 1,504 is obtained. This score is then divided by the number of respondents to produce an average of 60.16. The practicality percentage is calculated using the formula $60.16/75 \times 100\%$ and the result is 80%. Based on the practicality interpretation criteria, this achievement indicates that students' responses to learning media are in the positive category with a relatively good level of practicality.

5. Evaluation Stage

In this study, data collection was conducted through student response questionnaires and interviews with subject teachers to determine user assessments of the implementation of domino cards in social studies learning. The questionnaires were administered to identify students' perceptions regarding the media's appeal, ease of use, clarity of material delivery, and its impact on motivation and learning engagement. Interviews with teachers aimed to obtain an overview of the media's effectiveness in supporting the learning process, classroom management, and the achievement of learning objectives.

The trial results showed that the majority of students demonstrated greater enthusiasm and participation when dominoes were used in the learning process.

They appeared more active in discussions, were able to work collaboratively in groups, and showed increased interest in the material on the development of Hindu-Buddhist kingdoms in Indonesia.

Furthermore, domino cards contribute to increased learning motivation because the learning is presented in an engaging and challenging educational game. Teachers also reported that the classroom atmosphere becomes livelier and more interactive, while student boredom levels during social studies lessons are reduced. Thus, domino cards are considered effective in creating a fun learning experience, increasing student engagement, and fostering deeper and more meaningful understanding of the material.

d. Data Analysis

The results of the practicality test show that the designed learning media, domino cards, is easy to use by both teachers and students during the social studies learning process. The simplicity of using this media contributes to more effective learning by allowing students to actively participate in understanding the topic of the establishment of Hindu-Buddhist kingdoms in Indonesia through interactive and structured learning activities. In addition, the use of domino cards can make the learning environment more enjoyable, maintaining students' attention and motivation throughout the learning process.

Based on these findings, domino cards are effective and practical for use in social studies learning activities at An-Nizam Private Middle School. However, this media requires improvements in various technical aspects to be used more efficiently and in accordance with student needs. With these improvements, domino cards are expected to become a creative and relevant alternative learning medium, capable of combining history learning with introspective values, as stated in Q.S. Yusuf verse 111.

3.2. Discussion

The results of the study show that the development of domino card media for social studies learning on the development of Hindu-Buddhist kingdoms in Indonesia using the ADDIE model is a relevant solution to the problems of history learning in An-Nizam Private Middle School. The analysis stage, carried out through observation, interviews, and questionnaires, showed that students still experience difficulties in understanding concepts, figures, and historical chronology. This is influenced by the dominance of lecture methods and the use of teaching materials that tend to be text-based, making them less interesting and less interactive.

In the design stage, the domino cards were arranged with attention to the relationships between historical events of the Hindu-Buddhist kingdoms in a sequential and structured manner. Each pair of cards, containing concepts, figures, or historical relics, was designed to train logical thinking skills while strengthening students' understanding of chronology. This finding aligns with research by Sari et al. (2024) in *Our Teacher's Journal* which states that educational game media is effective in increasing understanding of historical concepts because it is able to encourage cognitive and social involvement of students.

During the development stage, domino cards, combined with engaging visual elements and simple language, were proven to increase interest in learning social studies. Validation results from media experts, content experts, and language experts indicated a "very appropriate" rating across all assessment aspects. This indicates that

the media meets the appropriateness standards in terms of design, material substance, and language use.

The validation of the material that obtained the very worthy category confirms that the content about the development of the Hindu-Buddhist kingdom is in accordance with the objectives of social studies learning and the level of development of junior high school students. The integration of reflective values sourced from Q.S. Yusuf verse 111 also enriches learning, because students do not only view history as a series of facts from the past, but also as a source of wisdom and life learning. This approach is in line with the research of Nurizzati and Binga Juanti (2025) in the *Entity Journal* which emphasizes that the integration of religious values in social studies can deepen understanding and form a reflective attitude towards social and historical events.

The development of learning media today no longer merely functions as a teacher's aide but also as a learning resource. Psychologically, media can facilitate the learning process by concretizing previously abstract concepts (Pagarra et al., 2022).

The engaging visual design and game mechanics of the domino cards developed have been proven to increase students' motivation in learning about the Hindu-Buddhist kingdoms in Indonesia. The presentation of historical concepts through symbols, illustrations, and interconnected card pairs makes the material more tangible and understandable. Through the card-matching activity, students are actively engaged in the learning process, allowing them to internalize the exemplary values and historical wisdom contained in Surah Yusuf, verse 111, more deeply and reflectively.

In addition to boosting motivation, the use of dominoes also strengthens students' memory and understanding of historical concepts. This medium accommodates visual and kinesthetic learning styles through play-while-learning activities that involve interaction, collaboration, and critical thinking skills. As stated by Ritonga and Aufa (2023), the use of learning media helps teachers deliver material more effectively so that students do not easily become bored. Thus, dominoes function not only as a means of delivering material but also as an effective and engaging learning medium, aligned with the story-based learning approach and historical wisdom as emphasized in Surah Yusuf, verse 111.

Domino cards, designed as a social studies learning tool for the development of Hindu-Buddhist kingdoms in Indonesia, are designed with visual elements, depth of content, and active student participation in mind. Each card contains illustrations, symbols, and brief descriptions of Hindu-Buddhist kingdoms, organized in a structured manner to help students understand the relationships between historical concepts more clearly.

Furthermore, the use of domino cards as an interactive learning medium has been proven to increase student motivation and engagement during learning activities. The concept of learning through play encourages direct involvement, collaboration among students in groups, and the courage to express opinions. This medium also accommodates visual and kinesthetic learning styles, thus strengthening students' understanding and retention of the material on the development of the Hindu-Buddhist kingdoms.

The results of other studies indicate that the application of contextual learning media that is aligned with student characteristics has a positive impact on the level of student participation and understanding in social studies learning. Therefore, the development of domino card media in the material on the development of the Hindu-Buddhist Kingdom in Indonesia, combined with the educational values in Q.S. Yusuf

verse 111, is considered relevant as an effort to increase the effectiveness of the learning process at An-Nizam Private Middle School (Syakrawi & Ponidi, 2025).

Findings from other studies have shown that selecting appropriate learning media can strengthen students' understanding while increasing their engagement and participation in learning activities. This provides a foundation for the development of domino card media in social studies, specifically on the development of the Hindu-Buddhist Kingdom, combined with the values of Q.S. Yusuf, verse 111, at An-Nizam Private Middle School (Amalia, Aldrian, & Daulay, 2024).

In essence, social studies learning can be said to be *powerful* if the material presented has real relevance and meaning for the students' lives. Therefore, integration or cohesion in social studies education is very important. Furthermore, social studies learning is also assessed *powerful* when it contains values and norms that can be used as guidelines for attitudes and behavior (Endayani, 2025). Thus, the existence of learning media is an important element in supporting the creation of a more meaningful and contextual learning process.

4. CONCLUSION

Based on a series of research and development processes that have been carried out, it can be concluded that the domino card media designed as a means of learning social studies on the material of the development of Hindu-Buddhist kingdoms in Indonesia, based on the values of Q.S. Yusuf verse 111, is considered feasible and practical to be applied in teaching and learning activities. The media is able to present historical material in a more interesting and interactive way, and is easy to understand through a combination of visual elements, text summaries, and game systems that encourage active student involvement. The integration of the values contained in Q.S. Yusuf verse 111 also strengthens the reflective dimension of learning, so that students do not only master historical facts, but are also able to take lessons and wisdom from various events in the past.

In line with the research findings, schools are expected to support the use of innovative learning media, such as domino cards based on Al-Quranic values, in the social studies learning process. This support can be realized through the provision of adequate facilities and infrastructure, and by providing opportunities for teachers to develop creativity in teaching. Furthermore, teachers are expected to be able to combine domino cards with various learning methods and internalize the values contained in Q.S. Yusuf verse 111. Thus, the learning process will not only focus on mastery of the material, but also contribute to strengthening reflective attitudes and character building of students.

5. BIBLIOGRAPHY

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