The Effect of Using Spinning Wheel Media on the English Learning Outcomes of Class III Students at SD Inpres Fatukoa, Kupang City

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Abstrack

Learning English is an important process to help students develop their English language skills from an early age. The lessons on "things in the classroom" is used as one of the topics researched the KKM score. The third graders of SD Inpres Fatukoa Kota Kupang City were the subjects of this research, which set out to quantify the impact of using revolving sheel media on test scores. This study used a quasi-experimental methodology resembling a nonequivalent control group design. It was administered 47 students and collected data via observation, multiple-choice tests, and image matching as well as using test instruments and observation sheets. Tests of hypotheses and t-tests were used to appraise the data. Based on the t-test findings, there was a 24,9-point difference between the experimental and control classes' average post-test scores:87,61>62,71. Furthermore, the Independent Samples Test, which is used for hypothesis testing, reveals that a significance level of 0.000 < 0,05 in the 2-tailed t-test for equality of means indicates that the null hypothesis(H_0) is rejected and the alternative hypothesis (H_a) is accepted. We may thus infer that third graders at SD Inpres Fatukoa Kupang City benefit greatly from using spinning wheel media to improve their English language ability.

Keywords: *Spinning Wheel Media; Learning Outcome; English*

INTRODUCTION

In order for a country to develop in the future, education must be prioritized above all else (Mustari and Rahman, 2014). Only through education can individuals realize their full intellectual, emotional, and physical potential. Schools, as formal educational institutions, are one way to gain knowledge through the learning process.

Teachers and students are involved in a two-way learning process in the classroom. The term "learning" refers to the process by which students are helped by education to acquire information, develop skills, and create attitudes. This is in line with the view of Khuluqo el Ihsana (2017), who states that learning is the sum of all the things teachers do to help students learn. A competent educator must be able to supervise learning activities and instruct students in problem solving because of its significant impact on the student's personality and outlook on life (Nahak, 2023). In a classroom environment, the dynamic between the instructor and students, who are active participants in the learning process, often determines how the process proceeds. In a well-designed classroom, students are more likely to retain information and complete assignments on time. Among the many interconnected parts in the learning process there are several forms of media or learning instruments.

Because of their potential to facilitate the transmission of knowledge from teacher to student, instructional media are an important component of the final product of any educational endeavor. Learning media is only a vehicle for disseminating information (Wati, 2016). One possible view of learning media is as a medium that instructors use to disseminate course content in a way that advances students' learning goals (Benu, 2022). The use of learning media generally provides benefits that make it easier for teachers and students to interact with each other. According to Nizwardi & Ambiyar (2016) there are several advantages of using learning media. These include: making it easier to deliver material, making learning more interesting and interactive, reducing learning time while improving the quality of learning outcomes, and enabling learning to be done whenever desired. The two main purposes of learning media are (1) to function as a resource for learning and (2) to mediate the transmission and integration of knowledge (Tanggur et al., 2022). The characteristics of students should guide the choice of learning media; Elementary school students, in particular, are

in the formative years of their academic careers. Because of their high activity level, love of play, and curiosity, it is important for teachers to provide an environment where children can learn through play. According to Ismail's view (Rukiah et al., 2018) the goal of "learning while playing" is to teach new concepts to children in a way that they find fun, so that they can acquire new skills and information without realizing it. Therefore, learning while playing is a fun and efficient approach to learning. Media with spinning wheels is one example that fits these criteria.

According to Khairunnisa, one type of learning media that can be moved is a rotating wheel (Khairunnisa, 2017). Wahyuni (Idun, 2019) defines spinning wheel media as a multi-part circle that is used as a learning tool. The learning process is like a spinning wheel, has a needle pointing to the direction and parts that are adapted to the challenges to be discussed (Maulya et al., 2021). Designed with colorful picture cards of objects contained in the lesson material which will be placed on both sides of the wheel, this media adheres to the principles of interesting and entertaining learning media, so that it attracts students' attention and attracts students' interest in actively participating in the learning process. learning process.

The following are some of the benefits of spinning wheel media as described by Ginnis (Aulia, 2016), namely: As a challenging game, spinning wheel media can attract students' interest in learning, improve memory and processing speed, and help them gain insight into how to solve problems. real world, all of which contribute to improved learning outcomes and increased student engagement. Because it is a manual media that requires tools and money to be used in the learning process, the spinning wheel media has the disadvantage of requiring more space and time from the teacher (Suardi, 2018).

The process of using spinning wheel media begins with the first step, the teacher gives a general overview of the lesson material to students, in this case the teacher explains that the lesson that will be given is about "Objects in the classroom." The second step is media preparation. The third step, printing relevant images. The fourth step, divide students into small groups. The fifth step, explanation of the rules of the game, in this step students will choose pictures that are appropriate to the lesson content, in this case, "Objects in the classroom" then these pictures will be hung on media which students have to play and see the image directly below the arrow. The next step is for each group to work together to translate the image directly below the arrow into English. The sixth step is for the group to report the results of their discussion. The seventh step is for the teacher to assess the results of the group work.

The spinning wheel media may be useful in learning English. Student involvement, enthusiasm and retention can be obtained from the use of spinning wheel media in English language learning. Apart from that, learning English using a spinning wheel makes the process more interesting and fun.

Learning English is an important step for students who want to start mastering the language at a young age. Learning English is all about honing your communication skills in the language. Among these communication skills are the following: the ability to read, listen, speak and write. (Putri & Sya, 2018). To inspire students and achieve the desired results in their mastery of English, lessons must be interesting.

Learning outcomes will be the result of learning activities. Confirms that "learning outcomes are changes in behavior as a result of undergoing the learning process and personal input in the form of motivation and input from the learning environment to achieve learning goals" (Hendracita, 2001). Another way to measure how much students have learned from an activity is to look at their learning outcomes (Timu et al., 2024). Success or failure in achieving goals is another way to look at learning outcomes. This means that learning outcomes refer to the results obtained by students after participating in learning activities. When students get good results, it means they have understood the material and the teacher has achieved the learning objectives. However, when they get poor results, teachers can use this information to

improve future learning, including the use of learning media.

According to pre-observation research at SD Inpres Fatukoa, there are several problems with the current state of English teaching. These include: underperformance of students on standardized tests, instructors' reliance on the tried-and-true lecture format, lack of active student participation in class discussions, and continued emphasis on the teacher as the sole source of information during lessons. English learning results show that per 47 students, 16 have reached the KKM and 31 students have not achieved it. This indicates that the average test value of the material *Things in the classroom* Grade 3 students at SD Inpres Fatukoa do not meet the school's KKM.

Based on the background previously mentioned, the following study was conducted by researchers: The Effect of Using Spinning Wheel Media on the English Language Acquisition Results of Class III Students at SD Inpres Fatukoa, Kupang City for the purpose of seeing that the use of spinning wheel media influences the English language learning results of class 3 students in Inpres Fatukoa Elementary School, Kupang City.

RESEARCH METHOD

This research uses design *quasi-experimental* type *Nonequivalent Control Group Design* to create an experimental class and a control class; which is quantitative. The experimental group received instructions using a spinning wheel, while the control group did not receive any instructions or received traditional instruction methods (Sugiyono, 2015).

Table 1. Research Design Plan Table

Group	*Pre-Test*	Treatment	*Post Test*
K	the_1	X_1	THE_2
AND	the_3	-	THE_4

Information:
E : Experimental Group
K: Control Group
the_1 : *Pre Test* to the control group
the_2 : *Post Test* to the control group
X_1: Treatment using rotating wheel media
THE_3: For a test of controls
THE_4: Post test control

The research subjects were 47 students and used sampling techniques *purposive sampling.* The indicator measured is the result of learning English. Tests, observations and documentation are ways of collecting data and using test instruments and observation sheets which are common practices for supervising students when they are involved in learning activities. The exam questions used are in the form of questions containing 20 questions divided into 15 multiple choice questions and 5 picture pairing questions. The data analysis techniques used are the normality test, homogeneity test and hypothesis testing using the T-test.

RESULTS AND DISCUSSION

The following are details of the data obtained from research that took place at SD Inpres Fatukoa in Kupang City from 20 May to 26 May 2024. The sample for this research was taken from third grade. Class III C was the experimental group, while class III B was the control group. Of the 47 students in the sample, 24 students came from the control class and 23 students came from the experimental class.

Table 2. Student Activity Observation Sheet

That aspect Observed	Indicator	Score	
		Of	No
Initial activity	Ready to receive lessons	☐	
	Pay attention to the teacher's explanation regarding the learning objectives to be achieved	☐	
Core activities	Pay attention and follow seriously when learning takes place	☐	

	Actively involved and interacting in the learning process		
	Able to understand and remember well the explanation of learning material		
	Students feel happy, more enthusiastic and motivated in participating in the learning process		
	Focus while learning takes place		
	Actively ask the teacher		
	Answer the teacher's questions		
	Have good discussions with group friends		
	Able to present the results of the discussion		
	The spinning wheel media can eliminate boredom while learning is taking place		
	Able to use spinning wheel learning media		
Closing activities	Students are able to work on evaluation questions		
	Students are able to summarize learning outcomes		
Amount		14	1
Shoes total		93,33	

The score calculated from table 2 is 93.33 based on the results of academic activities observed by the students. Researchers have done a good job with learning that uses spinning wheel media because all the necessary components have been included, so it can be said that this media has an influence on student learning outcomes. Twenty questions are contained from the pretest as well *post-test*, which is given after both subjects have discussed the same material. The results of this study are the English learning results of two groups of students: one group who used the spinning wheel media in the experimental class, and another group who did not.

Researchers always make sure to test their question instruments before diving into data collection. Every question out of the twenty questions given in the exam is considered valid. The reason is because the calculated r value is not less than the table r value to a considerable extent. Based on calculations, the r value is 0.874. So, it can be said that this learning outcomes assessment tool is very reliable. In order to obtain research results, both experimental groups and control groups were given *pre-test.* While the control group received more traditional instruction, the experimental group used media that included a spinning wheel. After treatment, *post-test* given to both groups. The aim is to assess post-treatment abilities.

a. Results *Study before the test* experimental class and control class

After the test, students in the experimental group showed scores ranging from 75 to 100, with a mean score of 87.61. Average *post-test* for the control group was 62.71, with a range of values from 50 to 75.

Table 3. Frequency Distribution *Pre-Test* Experiment

	Mark	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	40	1	4.3	4.3	4.3
	45	4	17.4	17.4	21.7
	50	3	13.0	13.0	34.8
	55	5	21.7	21.7	56.5
	60	6	26.1	26.1	82.6
	65	3	13.0	13.0	95.7
	70	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Source: SPSS 16.0 Analysis Results in 2024

Based on the data shown in table 3 regarding learning outcomes *pre-test* experimental class, there were 5 students who got scores between 40 to 45, 3 students who got scores between 46 to 50, 5 students who got scores between 51 to 55, 6 students who got scores between 56 to 60, 3 students who got scores between 61 to 65, and 1 student scored between 66 and 70. Thus, out of a total of 22 students, or 95%, only 1 student met the KKM.

Table 4. Frequency Distribution *Pre-Test* Control

	Mark	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	35	2	8.3	8.3	8.3
	40	2	8.3	8.3	16.7
	45	5	20.8	20.8	37.5
	50	7	29.2	29.2	66.7
	55	3	12.5	12.5	79.2
	60	4	16.7	16.7	95.8
	65	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Source: SPSS 16.0 Analysis Results in 2024

A total of four students in the control group in table 4 had scores between 35 and 40 *pre-tests*; five students scored between 41 and 45; seven students scored between 46 and 50; three students had scores between 51 and 55; four students scored between 56 and 60; and one student had a score between 61 and 65. Therefore, of the twenty-four students in the control group, not one achieved a KKM of 70.

b. Learning outcome findings *post-test* in the experimental class after applying the rotating wheel media treatment ranged from 75 to 100, with a mean of 87.61. The post-test mean for the control group was 62.71, with a score range between 50 and 75.

Table 5. Frequency Distribution *Post Test* Experiment

	Mark	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	75	1	4.3	4.3	4.3
	80	4	17.4	17.4	21.7
	85	7	30.4	30.4	52.2
	90	5	21.7	21.7	73.9
	95	5	21.7	21.7	95.7
	100	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Source: 2024 SPSS 16.0 Analysis Results

The data in table 5 shows that there were 5 students who got a score between 75 and 80, 7 students got a score between 81 and 85, 5 students got a score between 86 and 90, 5 students got a score between 91 and 95, and 1 student got a score between 96 and 100. Thus, it can be concluded that all students have achieved the KKM score

. **Table 6**. Frequency Distribution *Post Test* Control

	Mark	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	50	3	12.5	12.5	12.5
	55	1	4.2	4.2	16.7
	60	7	29.2	29.2	45.8
	65	8	33.3	33.3	79.2
	70	3	12.5	12.5	91.7
	75	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Source: 2024 SPSS 16.0 Analysis Results

Based on the data in table 6 results *posttest*, it is known that 4 students scored between 50 and 55, 7 students scored between 56 and 60, 8 students scored between 61 and 65, 3 students scored between 66 and 70, and 2 students scored between 71 and 75. So , it can be said that five students, or 20% of the Control class, achieved a KKM of 70 after receiving traditional teaching in the form of lectures, while nineteen students, or 80% of the class, did not reach the KKM.

Data and statistical prerequisite tests, as well as research hypotheses, were analyzed using SPSS version 16, and the findings include:

1. Normality Test

To show that the data sample represents a normally distributed population is the aim of the data normality test. In determining the normality of data, researchers use testing *Shapiro-Wilk* in SPSS 16.0 for Windows.

Table 7. Normality Test Results

		Kolmogorov-Smirnov[a]			*Shapiro-Wilk*		
	Class	*Statistic*	*Df*	Say.	*Statistic*	*Df*	Say.
learning outcomes	For Test Control	.156	24	.134	.953	24	.316
	Post-Test of Control	.181	24	.041	.922	24	.063
	Pre-Test of Experiment	.162	23	.119	.951	23	.309
	Post-Test of Experiment	.181	23	.050	.942	23	.196

Source: 2024 SPSS 16.0 Analysis Results

The data is normally distributed, as shown in table 7 *Tests of Normality* above, because of the learning outcomes data *posttest* the experimental class showed a significant value of 0.196 > 0.05. With a value of 0.063 > 0.05, the data showing learning outcomes for the control class after the test also follows a normal distribution.

2. Homogeneity Test

This research uses tests *Levene* for homogeneity, with the help of the Windows SPSS 16.0 program for calculations.

Table 8. Homogeneity Test Results

		Levene Statistic	df1	df2	Say.
Learning outcomes	*Based on Mean*	.314	3	90	.815

Source: 2024 SPSS 16.0 Analysis Results

There were no differences between the experimental group and the control group in terms of learning outcomes *post-test*, as shown by the test results *Levene* in table 8, which has a significance value of 0.815 > 0.05.

3. Hypothesis Testing

Ensuring that the experimental group and the control group have substantially different means is the essence of hypothesis testing. H_0 is accepted if the sig value obtained exceeds 0.05, conversely Ha is accepted if the sig value obtained is below 0.05. This study is based on the following hypothesis:

a. H_0 : There is no influence of the use of spinning wheel media on the results Studying English Class III students at SD Inpres Fatukoa Kota Kupang
b. H_a : There is an influence of the use of spinning wheel media on the results Learn English for Class III students at SD Inpres Fatukoa in Kupang

Table 9. Average value *Post Test* Experimental Class and Control Class

	Class	N	*Mean*	*Std. Deviation*	*Std. Error Mean*
Results Study	Spinning wheel learning media	23	87.61	6.373	1.329
	Conventional Learning	24	62.71	6.912	1.411

Source: 2024 SPSS 16.0 Analysis Results

Table 10. T-Test Test Table

		Levene's Test for Equality of Variances		*t-test for Equality of Means*						
									95% Confidence Interval of the Difference	
		F	*Say.*	*T*	*Df*	*Sig. (2-tailed)*	*Mean Difference*	*Std. Error Difference*	*Lower*	*Upper*
Results Study	*Equal variances assumed*	.004	.951	12.824	45	.000	24.900	1.942	20.990	28.811
	Equal variances not assumed			12.847	44.936	.000	24.900	1.938	20.996	28.804

Source: SPSS Analysis Results 16.00 2024

After the test, the experimental group had an average learning outcome *post-test* as many as 87.61, while the control group had as many as 62.71. The experimental group had a mean score that showed a difference of 24.9 points between them. Hypotheses are tested by averaging the results *post-test* from the control group and the experimental group. After that, the researchers tested using an independent sample test. Variable sig value *eugal probability* is 0.000, which is less than the significance threshold of 0.05, in accordance with the findings of the independent samples T test. As a result, researchers can accept Ha and reject H_0. Third grade students at SDI Fatukoa Kota Kupang benefited significantly from the use of spinning wheels in their English lessons.

DISCUSSION

A study found that after receiving treatment, students in the experimental group had a mean score of 87.61 (ranging from 75 to 100), while students in the control group had a mean score of 62.71 (ranging from 50 to 70) for measuring memory retention and generalization. According to the research findings, which were based on 47 samples and measured learning outcomes using post-treatment test questions, the experimental group had an average difference of 87.61 (ranging from 75 to 100), while the control group had an average difference of 62.71 (range 75 to 100). ranges from 50 to 70). Learning with spinning wheel media is more successful than learning without spinning wheel media, based on data from pre-test and post-test results reported from the control class and experimental class.

All data were normally distributed, as confirmed by the normality test using the Shapiro-Wilk test, which yielded values of 0.196 and 0.063, respectively for ni values > 0.05. To ensure that the data is consistent and unbiased, a homogeneity test was also carried out, with a p-value of 0.815 > 0.05. In addition, the sig (2-tailed) T-test value of 0.000 < 0.05 indicates that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that the use of spinning wheel media has a significant impact on the English learning outcomes of third grade students at SD Inpres Fatukoa, Kupang City.

Based on these findings, the use of learning media by teachers is a factor that influences students' final grades. This is in accordance with the opinion expressed by (Waluya, 2018), who states that the integration of learning media into the educational process has the potential to inspire students to develop new passions and interests while improving the quality of their learning outcomes. Hamalik (Sapriyah, 2019) emphasizes that applying learning media in the learning process can fuel desire, motivation, encouragement to learn and have a psychological impact on students.

Daryanto (2010) explained that memory related to material increases significantly with the use of learning media. Furthermore, Arsyad (Nuritta, 2018) also explained that implementing learning media when learning is carried out can simplify the delivery of messages and information which ultimately speeds up and improves the student learning process and outcomes. Through learning media, students can more easily understand the subject matter topics which can improve learning outcomes. The use of spinning wheel media in learning can encourage students to be more serious in working together with the teacher and students are trained to imagine opinions through the teacher's guidance (Putri et al, 2022). Researchers found that throughout learning using spinning wheel media, students could easily understand the material *Things in The Classroom* which results in increased learning outcomes obtained by students.

The results of this researcher are in line with studies that have been carried out by previous researchers. Several previous researchers have used a lot of spinning wheel media and have shown the effect on students' active learning through the learning outcomes received. Previous studies by several previous researchers, namely research by Nur Izzati Mahda (2022), indicate that the use of spinning wheel media improves student learning outcomes in social studies subjects, found with T calculated results greater than T table (0.00 < 0.05) indicating that there is a significant correlation with the results *pretest* as well as results *posttest* with distance shows weakness. Another study carried out by Juaheni et al (2022), the findings in this study prove that the use of rotating wheel media is able to improve mathematics learning outcomes for class VI MI-AI-Karim Surabaya students, indicated by the results of the hypothesis test, the 2-tailed significance value obtained was 0.000, less than 0, 05 means H0 is rejected then Ha is accepted.

Based on the findings of this research, the use of spinning wheel media is a productive way to improve the quality of education, especially in English language learning. This can have a positive impact on English learning outcomes at SD Inpres Fatukoa, Kupang City.

CONCLUSION

The results of research on the experimental class showed better academic achievement compared to the control group. This study shows that the experimental class taught using spinning wheel media had an average English learning outcome score of 87.61 points higher compared to the control class taught using traditional learning, which had an average score of 62.71 points lower. Third grade students at SD Inpres Fatukoa, Kupang City learned significantly more English after using the spinning wheel media.

SUGGESTION

The author admits that the writing of this article is not perfect, therefore suggestions and input from various parties are needed to make this article perfect in the future.

ACKNOWLEDGEMENT

This research would not have been possible without the support of Citra Bangsa Kupang University, especially the PGSD Study Program, and the supervisors who helped direct this research.

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