



Perception Student to Use Games Education as A Learning Medium Interactive at MA Tuhfatul Ulum

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Abstract

Perception become indicator important in evaluate success something innovation especially in the field of education. Through perception, a teacher can understand How a learning medium accepted and felt by participants educate. Educational games No only viewed as activity play solely, will but also can utilized as a learning medium that supports the understanding process material by students. Research objectives This is for know perception student to use of educational games as a learning medium. Research This use quantitative descriptive. Data collected with distribution questionnaire to student class X, XI, XI and interview to class guardian MA Tuhfatul Ulum. Validity test results in questionnaire declared valid, whereas reliability test results Cronbach alpha value obtained the result is 0.731 above 0.7 minimum criteria indicating instrument reliable. Questionnaire results show percentage overall 83% with very good category, which shows height level acceptance, interest, and response positive student to application of educational games in the learning process. Findings This signify that educational game capable increase interest, motivation, activity, and creating atmosphere learn more pleasant.

1. INTRODUCTION

Learning is center of the existing educational process in something educational institutions. The determining factors improvement quality education is quality learning that is complex and dynamic as well as can be seen from various corner viewpoint and perception. Teachers are a very important role in increase quality learning, a teacher is responsible answer in create meaningful learning for participant educate [1]. Teachers need to develop activity participant educate with method plan as well as carry out activity Study interesting and innovative teaching.

In the learning process, there are Lots types of media that can used during the learning process teaching. One of them is *games* education which is A designed games For teach the players about topic certain, expanding concept, understanding A historical events or culture, as well as help they in Study skills [2]. The games presented For participant educate is *games* that have been designed with elements of education [3]. In addition, learning media can also give experience real and more learning meaningful through utilization simulation as well as game education.

Perception is a process where somebody recognize objects and facts objective through senses [4]. Perception Study student is method view or understanding participant educate to material and information received during the activity process Study ongoing [5]. In life daily or in the world of education, perception plays a very important role Because become base for somebody for make a decision. Because that, perception participant educate towards teachers, media, and the environment learning is very influential motivation and results learning. When participants educate own positive perception to series learning they will tend more enthusiastic and easy understand material. Perception become indicator important in evaluate success something innovation especially in the field of education. Through perception a teacher can understand How a learning medium accepted and felt by participants educate. Because of that

perception become necessary aspects reviewed in a way deep Because influential direct to attitudes, behavior, and success a process [6].

A number of factor affecting perception that is psychological, family, cultural. In addition there are also factors outside that gives impact to perception that is intensity, size, contrast or opposite, repetition, and movement [7]. According to Aditya & Hamka (2021) perception student to use *games* education and learning media interactive influenced by factors *internal* and *external*. *Internal* Factors (1) Experience learning, students who have experience positive using digital media tends to own more perception Good towards learning media interactive. (2) Motivation study, high motivation push student for more active and giving evaluation positive towards learning media. (3) Attitude and readiness learning, openness student to innovation learning influential to game -based media acceptance. *External* Factors (1) *Media* characteristics, attractive visual display, interactive and easy used influence perception student to effectiveness of learning media. (2) The role of teachers and learning strategies, teachers' abilities in managing learning media interactive form perception student. (3) Environment and facilities infrastructure, availability facilities and support school influence perception student to media use.

Game education is designed digital or non-digital games for the learning process [8]. Educational *games* is A designed games based on objective learning, so that No only functioning as entertainment, but also as a medium for add knowledge and support the learning process [9]. *Game* education is digital *games* created as means Educational enrichment for support the teaching and learning process through utilization interactive multimedia technology. Handriyantini in journal [10] say *games* education is A designed games with objective stimulate thought including increase ability For focus and solve problem. *Game* education as a medium in class can implemented to participant educate as one of the form entertainment For reduce saturation consequence activity Study in a way Keep going continuously in the class. There are many variations of educational games, including Quizizz, educaplay, and others. Quizizz is an educational game that teachers can use without downloading and can access anywhere and anytime. As for the indicators of using Quizizz learning media, there are three main steps that can be taken in using learning media, namely: preparation, implementation/presentation, follow-up. [11]. The form of learning media that is packaged in a way fun and not cause pressure capable increase feeling happy and improve comfort Study participant educate.

Instructional Media interactive is a media based designed technology for involving student in a way active through interaction direct with content learning, so that can increase motivation and effectiveness learn. This media generally blend multimedia elements such as text, images, audio, animation, video, and feature interactive For increase involvement understanding student [12]. The main roles of interactive learning media in the learning process are: (1) Increasing motivation and interest in learning. Interactive media presents material in an engaging and participatory manner, so students feel more motivated to learn. (2) Increasing understanding and learning activities. This media helps students grasp learning material more quickly and minimizes misunderstandings. (3) Improving learning outcomes. Students who use the media demonstrate better understanding than the control group. (4) Increasing student participation. Interactive learning media encourages students to participate more actively in the learning process. The benefits that can be obtained through the use of interactive learning media [13] include: (1) Increasing student engagement through interactive learning experiences that are responsive to student actions. (2) Facilitating material understanding. (3) Fostering higher interest and motivation in learning. (4) Improving student achievement. In today's digital era, developing interactive media can utilize technologies like Quizizz, Educaplay, and others. Creating quizzes or exercises with visual elements like images or videos in Quizizz can make it easier for students to understand the material and answer questions. Technology-based quiz features, including pictorial quizzes, animations, immediate feedback, scoring systems, and leaderboards, are designed for an engaging and competitive learning experience[14].

Various view has put forward in a number of study previous research previously about perception student to use *games* education conducted by [15] entitled "Perception Student About The Use of Games in Indonesian Language Learning at SMAN 2 Pasaman". Research Results show that majority student agree that *games* education help in the learning process Indonesian, making learning more interesting, interactive, and fun. In addition, many student feel *games* education make things easier understanding material and improve involvement they in learning, but part small student still in doubt because Not yet Once try or worry disturbed the focus is on the game.

Next, research similar also ever conducted by [16] in journal entitled "Perception Student About Educational Games in Mathematics Learning" results show that perception student to use *games* education in learning mathematics tend positive. Many students agree utilization educational *games* Because

considered make it easier understanding material mathematics, making learning more interesting, easy understandable, and enjoyable.

Wahyuni et al [17] in his research entitled "Perception student Regarding the Snakes and Ladders Educational Game in Science Learning" states that student become more active involved in learning, *games* education this also increases interest student to science material. In addition, students also feel use *games* education help they more understand material learning.

Relevant research was also conducted by [18] with title "Perception Student towards the Baamboozle Game In Improving Motivation Arabic Language Learning" Research results show response students are very positive. The implementation *games* the proven capable increase motivation Study students, as well as push enthusiasm and involvement active student in the learning process.

In his journal entitled "Perception Student To Use Quizizz Application as a Learning Media in English Subjects", [19] state that majority student own perception positive to use quizizz as a learning medium Language English, students feel motivated with implementation quizizz in learning. More from that, quizizz considered pleasant For used compared to method conventional.

Unlike previous research that tended to focus on a single game type or specific subject, this study comprehensively examines students' perceptions of the use of educational games as an interactive learning medium at MA Tuhfatul Ulum. Furthermore, this research relies not only on quantitative data from questionnaires but also on interviews, thus yielding a more comprehensive picture of students' experiences and responses to the use of educational games in the learning process.

Study This designed For investigate how perception student about use *games* education as a learning medium at MA Tuhfatul Ulum. *Game* education No only viewed as activity play solely, will but also can utilized as a learning medium that supports the understanding process material by students. Application *games* education as a learning medium present atmosphere fun learning through interactive and non- verbal learning models tense. Learning based game This expected capable create more variety of learning media innovative, creative, and interesting, so can increase interest as well as involvement participant educate in activity learning. Based on description mentioned, it is necessary done research that examines about "Perception Student To Use *Game* Education As a Learning Media Interactive at MA Tuhfatul Ulum".

Tuhfatul Ulum Islamic High School was chosen as the research location because the school is currently striving to develop more innovative learning through the use of game-based media. However, there has been no systematic evaluation of students' responses and experiences with these media. Furthermore, the learning process at the school is still dominated by lectures in several subjects, necessitating a study to determine whether the use of educational games can be an effective alternative in increasing student engagement and learning responses.

Research purposes This is for know perception student to use *games* education as a learning medium. Research This done for describe How views, attitudes, and evaluation student to implementation *games* education in the learning process in class. Through study this, it is hoped can obtained comprehensive overview about level interest, comfort, and perceived benefits student in use *games* education as means supporters learning. In addition, the results study This expected can become material consideration for educator in selecting and developing innovative, effective, and relevant learning media in accordance with characteristics and needs student.

2. METHOD

Study This use quantitative descriptive For analyze view student to use *games* education as a learning medium interactive. Focus mainly is serve presentation condition as existence, not For test connection cause and effect or influence between variables [20]. Population in study This is all over students of MA Tuhfatul Ulum, which consists of 47 students. Considering amount small population, then technique taking samples used is saturated sampling, namely all over member population made into as sample study [21]. Apart from the fact that the population is less than 100 people, saturated samples are also used so that the data obtained is more accurate and representative because it covers the entire population. In conducting this research, it is important to clarify that before the observations were conducted, students were already accustomed to using various types of educational games as learning media, both digital and non-digital. The digital media previously used included interactive quiz platforms like Quizizz, while the non-digital media included simple teacher-designed educational games, such as question cards and subject-based group games. Therefore, this study did not only observe one specific type of application, but also assessed students' perceptions of the use of educational games in general, as implemented in previous learning processes. Data

collection techniques in research this researchers using two techniques that is questionnaire and interview. Questionnaire the consists of over 20 grains statement, where each item has a choice answer with range evaluation from very positive category to very negative. In detail, the instrument grid is presented in the following table:

Tabel 1. Questionnaire Instrument Grid

No	Variabel	Dimension	Indicator	No. Item	Number of Item	
1	Student Perceptions of the Use of Educational Games as Interactive Learning Media	Cognitive	Ease of Understanding Material	4, 8	2	
			Affective	Ease of Remembering Material	6	1
				Improved Learning Outcomes	7	1
				Ease of Answering Quizzes	13	1
		Self-Confidence in Exams		12	1	
		Increased Learning Interest		1	1	
		Learning is More Enjoyable		2, 19	2	
		Reduced Boredom		5	1	
		Increased Learning Enthusiasm		11	1	
		Desire for More Frequent Use		18	1	
		Expectations for Application to All Subjects		20	1	
		The Learning Process Feels Like Play		16	1	
		Participatory - Interactive		Active Learning	3	1
				Interaction with Peers	9	1
				Focus on the Material	10	1
				More Active Classroom Atmosphere	14	1
		Active Discussion		17	1	
		Suitability to Learning Style	15	1		
		Total Items Statements	1-20	20		

Data analysis conducted is analysis quantitatively stated with numbers and calculations use method standard. For validity and reliability testing done use SPSS application.

2.1. Validity Test

Testing validity in research This use analysis *product moment* using formula following :

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}} \quad (1)$$

The results of the calculated r value will compared to with r value table, indicator in each questionnaire item is said to be valid if calculated r value more big from r table [22].

2.2. Reliability Test

In testing reliability the formula used that is *Cronbach alpha*:

$$r = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right] \quad (2)$$

$$\sigma^2 = \frac{\sum x^2 - \left[\left(\frac{\sum x}{n} \right)^2 \right]}{n} \quad (3)$$

Where: K = many grains statement, $\sum \sigma^2$ = total items statement, σ_t^2 = total variance, n = number respondents.

Alpha value range between 0 and 1, where the more approaching 1, the more tall level its reliability. In general, the value above 0.7 is considered show tool reliable measurement [23].

2.3. Calculation Percentage

Interpretation results scale Likert done use formula following [24]:

$$\text{Persentase Respon} = \frac{\text{Jumlah Jawaban Responden}}{\text{Total Skor}} \times 100\% \quad (4)$$

Research data analyzed with percentage criteria score questionnaire perception (Table 1).

Table 2. Categories Percentage [24]

Percentage	Interpretation
81 – 100%	Very good
61 – 80%	Good
41 – 60%	Enough
21 – 40%	Not enough
0 – 20%	Very less

3. RESULT AND DISCISSION

3.1. Validity Test Results

The results of the validity test of the R table are obtained with use table correlation *product moment* with level significant 5% and based on With 47 respondents, the R table value is 0.288. The indicator is declared valid if the calculated R value is greater than the R table.

Table 3. Validity Test Results

Statement	r- Count	r-Table	Information
P1	0.454	0.288	Valid
P2	0.571	0.288	Valid
P3	0.503	0.288	Valid
P4	0.416	0.288	Valid
P5	0.596	0.288	Valid
P6	0.336	0.288	Valid
P7	0.377	0.288	Valid
P8	0.423	0.288	Valid
P9	0.299	0.288	Valid
P10	0.450	0.288	Valid
P11	0.338	0.288	Valid
P12	0.305	0.288	Valid
P13	0.303	0.288	Valid
P14	0.508	0.288	Valid
P15	0.340	0.288	Valid
P16	0.345	0.288	Valid
P17	0.314	0.288	Valid
P18	0.329	0.288	Valid
P19	0.458	0.288	Valid
P20	0.445	0.288	Valid

3.2. Reliability Test Results

Reliability test in study This using SPSS version 3.1.0 with mark significance 0.05.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	47	100,0
	Excluded ^a	0	,0
	Total	47	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,731	20

Figure 1 Reliability Test Results with SPSS Version 3.1.0

Based on Figure 1, can seen that mark *Cronbach's alpha* of 0.73, which shows that the research instrument This reliable.

3.3. Questionnaire Results Perception Student

The research results obtained that is results questionnaire students who have become respondents. The sample taken is all over students of MA Tuhfatul Ulum. Previously in the learning process student Already Once Study with various educational games used by teachers, both It is a digital and non-digital educational game. For know perception student to use of educational games as a learning medium, carried out distribution questionnaires distributed to all over students. The following in a way specific results data table analysis that has been done.

Table 3. Perception Students Against Use of Educational Games

No	Statement	Scale					Total Score	Ideal Score	Percentage	Interpretation
		SA	A	N	D	SD				
1	I am more interested Study when teachers use educational games.	18	28	1	0	0	205	235	87%	VG
2	With educational games, learning become more pleasant.	16	29	2	0	0	202	235	86%	VG
3	I am more active Study moment using educational games.	15	27	5	0	0	198	235	84%	VG
4	Educational games make I more easy understand material learning.	11	26	10	0	0	189	235	80%	G
5	I do not fast bored Study when using educational games.	27	17	3	0	0	212	235	90%	VG
6	I am more easy remember material lesson moment delivered with educational games.	15	28	4	0	0	199	235	85%	VG
7	Use of educational games increase results Study I.	7	25	15	0	0	180	235	77%	G
8	I feel more fast understand material through educational games compared to method lecture.	16	28	3	0	0	201	235	86%	VG
9	I feel more Lots interact with Friend moment using educational games.	4	35	8	0	0	184	235	78%	G
10	I feel more focus to material moment using educational games.	7	30	10	0	0	185	235	79%	G
11	Educational games make I more enthusiastic in Study.	18	22	7	0	0	199	235	85%	VG
12	I feel more believe self face exam after using educational games.	8	27	12	0	0	184	235	78%	G
13	I feel more easy answer quiz through educational games.	10	31	6	0	0	192	235	82%	VG
14	Educational games make atmosphere class become more active	21	21	5	0	0	204	235	87%	VG
15	Educational games capable adapt the learning process with style what I learned have.	10	30	7	0	0	191	235	81%	VG
16	Educational games create a learning process felt like play.	19	25	3	0	0	204	235	87%	VG
17	I feel more active discuss when learning using educational games.	8	32	7	0	0	189	235	80%	VG
18	I want to learning using educational games used more often.	18	27	2	0	0	204	235	87%	VG
19	Use of educational games make atmosphere class more pleasant .	26	17	4	0	0	210	235	89%	VG
20	I hope educational games used in all eye lesson.	10	32	5	0	0	193	235	82%	VG
Average						83.5%		VG		

Information: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

3.4. Discussion

Based on results data analysis on distributed questionnaires to student class X, XI, XI and interview to guardian MA Tuhfatul class Ulum give positive results. Most of them student feel *games* education capable increase interest and motivation they in learning. However, the effectiveness *games* education No only depends on the media alone, will but also on the readiness of teachers, facilities and infrastructure, and the learning strategies implemented. Discussion following will to describe in a way more deep perception student to use *games* education.

In research This validity and reliability tests were carried out for ensure the suitability of the questionnaire instrument used in study this. In the validity test results, all grains statement in questionnaire declared valid, because calculated *r* value more big than the *r* value of the table. Furthermore, the results of the reliability test show that the questionnaire instrument own level high consistency. Cronbach 's *alpha value* get the result is 0.731 above 0.7 minimum criteria that have been met set, so that the instrument can categorized reliable. This is show that every grains statement capable measure aspects that should be measured and have strong connection with structure perception student to use *games* educational. And shows that questionnaire give results consistent and stable measurements if used in relative conditions same, also can trusted For measure perception student in a way repeating.

Calculation results questionnaire get percentage by 83.5% with very good criteria. Based on the data in Table 2, the percentage highest found in item number 5 with the percentage of 90% is in the very good category. This is show that most of student feel that use of educational games in the learning process capable reduce boredom during activity Study ongoing. *Game* education give atmosphere learn more fun and varied, so that student tend more interested and persist in follow learning. This can happen because games offer variety, challenges, and immediate feedback, which keeps students more focused and engaged. In learning that previously tended to be monotonous, the game element provides a new stimulus that increases students' attention and interest. The results obtained in this aspect response, majority student agree that *games* education should applied by teachers at the time learning. In the statement numbers 18 and 20 each got percentage of 87% and 82% with very good category. These findings indicate that students perceive real benefits from the method, both in terms of learning comfort and active engagement. When learning provides a space for interaction and enjoyable experiences, students are more likely to not only accept but also expect the strategy to be implemented consistently in the classroom.

On the results this also indicates that *games* educative capable increase interest Study students. This is seen in the statement number 1 who got percentage of 87% with very good indicator. This is show that media is based on game can interesting attention students and reduce saturation in learning. In addition, the statement in number 2 also gets presentation high, namely 86% who confirmed that atmosphere Study become more positive and conducive. This can occur because game-based media presents learning in a visual, interactive, and challenging way, thereby capturing students' attention more strongly than conventional methods. The competitive element, immediate feedback, and variety of in-game activities help students focus and resist boredom, creating a more positive and conducive learning environment. Next, from aspect understanding results learning, students also provide positive assessment. Statement in number 4 received percentage of 80% with category well, and on the statement number 7 gets percentage of 77% with category good. This is because games present learning concepts in a more concrete and applicable form, making it easier for students to connect the material with learning experiences. Although is in the category good, results This show that *games* educative own contribution real in help student understand material and improve achievement learn, even though Still required processing and selection type the right *game* for the results more optimal.

In terms of activity learning, some big student state that they become more active when learning use *games* educational. Statement numbers 3 and 17 each got percentage of 84% (very good) and 80% (good). This can happen because games require students to respond to questions, make decisions, and participate directly, so they aren't just passive listeners. The interaction created through competition, discussion, and direct feedback encourages students to be more active and engaged. This is show that *games* educative No only functioning as a medium of entertainment, but also capable push participation and interaction student in activity learning.

Questionnaire results show perception student to use *games* education as a learning medium get The percentage of 83.5% is in the very good category, which shows height summary acceptance, interest, and response positive student to implementation *games* education in the learning process. The results of this study support the theory and findings of previous research. The 83.5% percentage, in the excellent category, aligns with various studies that show that multimedia-based educational games can increase student

motivation, interest, and learning engagement. The literature in the journal also emphasizes that integrating visual elements, audio, interactivity, and challenges in games can create a more engaging and meaningful learning experience. In addition, the findings regarding reduced boredom and increased student participation support the theory of multimedia-based learning which states that the combination of interactive elements can strengthen students' cognitive and affective engagement. Findings from the questionnaire in line with results interview, which revealed that teachers also feel existence improvement interest learning, activity, and creation atmosphere learn more interactive and fun. But There is a number of constraint in use *games* education that is, limited tools and internet, and also teachers need skills and time extra For make *games* education. Suitability between results questionnaires and interviews show existence data consistency, so that can strengthen findings study that use *games* education give impact positive to quality of the learning process.

4. CONCLUSION

Based on results research that has been obtained and analyzed from questionnaires and interviews, then can concluded that perception student of MA Tuhfatul Ulum to used *games* education as a very good learning medium. The results of the questionnaire show percentage overall 83% with very good category, which indicates that *games* education capable increase interest, motivation, activity, and creating atmosphere learn more fun. Suitability between findings questionnaires and interviews show existence data consistency, so that strengthen results research. With thus, *the game* education No only accepted in a way positive by students, but also able to give contribution real in increase quality of the learning process. However there is a number of constraint that is limitations tools and internet access, as well as time extras needed for create and implement it.

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