



DEVELOPMENT OF FUN THINKERS BOOK LEARNING MEDIA ON THE MATERIAL INVERTEBRATA CLASS X SMA NEGERI 12 BONE

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Abstract: Fun thinkers book learning media is a collection of several game sheets packaged in a set of books full of educational activities, and quizzes to hone students' thinking skills and make learning activities more enjoyable. Fun thinkers book learning media has several advantages such as encouraging students to participate in learning, focusing attention, increasing student activities and learning outcomes. This research is a type of research and development (Research and Development) that uses the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) development model. This study aims to develop fun thinkers book learning media on Invertebrata material as a valid, practical, and effective learning media. The product developed is in the form of a fun thinkers book learning media which is tested through validity tests, practicality tests, and effectiveness tests. The subjects of this study were students of class X Science 2 SMA Negeri 12 Bone which totaled 25 people. Research instruments in the form of validation sheets to obtain product validity data, questionnaires of student and educator responses to obtain product practicality data, and learning outcomes test items to obtain product effectiveness. The results of the research showed that the fun thinkers book learning media on the Invertebrata material developed had a validity level of 3.63 with a very valid category. Assessment of student responses and educator responses with practicality levels is in the practical category with an average total score of 4.8. The test of student learning outcomes using fun thinkers book learning media on Invertebrata material is categorized as very effective because it reaches 92% of the completeness value. So that the fun thinkers book learning media is feasible to use because it meets the criteria of being valid, practical, and effective.

Keywords: development research, fun thinkers book, learning media

Abstrak: Media pembelajaran *fun thinkers book* merupakan kumpulan beberapa lembar permainan yang dikemas dalam seperangkat buku yang penuh dengan kegiatan edukatif, dan kuis untuk mengasah kemampuan berpikir peserta didik dan membuat kegiatan belajar menjadi lebih menyenangkan. Media pembelajaran *fun thinkers book* memiliki beberapa kelebihan seperti mendorong peserta didik untuk berpartisipasi dalam pembelajaran, memusatkan perhatian, meningkatkan aktivitas dan hasil belajar peserta didik. Penelitian ini merupakan jenis penelitian dan pengembangan (*Research and Development*) yang menggunakan model pengembangan ADDIE (*Analyze, Design, Development, Implementation, and Evaluation*). Penelitian ini bertujuan untuk mengembangkan media pembelajaran *fun thinkers book* pada materi Invertebrata sebagai media pembelajaran yang valid, praktis, dan efektif. Produk yang dikembangkan berupa media pembelajaran *fun thinkers book* yang diuji melalui uji validitas, uji kepraktisan, dan uji efektivitas. Subjek penelitian ini yaitu peserta didik kelas X IPA 2 SMA Negeri 12 Bone yang berjumlah 25 orang. Instrumen penelitian berupa lembar validasi untuk mendapatkan data kevalidan produk, angket respon peserta didik dan pendidik untuk mendapatkan data kepraktisan produk, dan butir tes hasil belajar untuk mendapatkan keefektifan produk. Hasil penelitian menunjukkan media pembelajaran *fun thinkers book* pada materi Invertebrata yang dikembangkan memiliki tingkat validitas yaitu 3,63 dengan kategori sangat valid. Penilaian respon peserta didik dan respon pendidik dengan tingkat kepraktisan berada pada kategori praktis dengan rata-rata nilai total 4,8. Tes hasil belajar peserta didik menggunakan media pembelajaran *fun thinkers book* pada materi Invertebrata dikategorikan sangat efektif karena mencapai 92% nilai ketuntasan. Sehingga media pembelajaran *fun thinkers book* layak digunakan karena memenuhi kriteria valid, praktis, dan efektif.

Kata Kunci: *fun tinkers book*, media pembelajaran, penelitian pengembangan

Introduction

The role of learning media in the learning and teaching process is an inseparable entity from the world of education. Learning media occupies a fairly important position as one of the components of the learning system. Without media, communication will not occur and the learning process as a communication process will also not be able to take place optimally. Learning media is an integral

component of the learning system. (Putu, 2017). A good learning media will help students to build their understanding of the learning material being studied. Learning media is everything that can be used to channel the sender's message to the recipient, so that it can stimulate the thoughts, feelings, attention, and interest of students to learn (Mashud, 2020). Learning media is everything that can arouse the thoughts, feelings, attention, and skills of students so that it can stimulate the learning process (Ekayani, 2021).

The use of appropriate learning media will have an impact on an effective and efficient learning process (Syaribuddin et al., 2016). The use of media is needed to attract students and increase learning power. The use of teaching media can help teaching so that students are more effective in understanding the message and content of the message conveyed, besides that it can also build enthusiasm for learning, self-motivation and encourage learning ability, teaching media can also help students be more active, and understand about the presentation of interesting data, facilitate data explanation, and collect information (Greetings, 2019). With learning media learners will be more motivated to learn, encouraging learners to write, speak and imagine (Talizaro, 2018).

Benefits of learning media in general, media has uses: (1). Clarifying the message so that it is not too verbalistic; (2). Overcoming space limitations, energy time and sensory power; (3). Generating passion for learning, more direct interaction between students and learning resources; (4). Allowing children to learn independently according to their visual, auditory & kinesthetic talents and abilities; (5). Giving the same stimuli, equating experiences and causing the same perception (Putu, 2017). Learning media is very important in the learning process because educators can provide material to students to make them more meaningful. Educators not only provide material in the form of words with lectures, but can also make students truly understand the material presented (Nurrita, 2018).

Several studies reveal the problems of students that often occur due to the lack of use of learning media are quite diverse, including: 1) Students will seem to prefer to do activities other than learning materials such as talking to their deskmates, some students when given questions by educators are only able to answer soberly and wait for other friends to answer (Nurfadilah, 2019); 2) Students can be sleepy and chat when in class during learning because the curiosity of students is low, as a result of which students do not dare to argue or are passive in class (Hasan, 2016); and 3) the learning atmosphere feels less pleasant because some students chat with their friends, get sleepy, and leave the classroom, causing students to become less active and educators find it difficult to convey the material directly to students (Urbatul, 2012).

The current phenomenon requires educators to be more creative in the media in teaching so that students have the ability to collaborate, cooperate, be creative, and think critically (Noermanzah, 2019). Sometimes educators have tried to use media in learning. However, the use of media does not provide optimal results in improving student learning outcomes. This is due to several factors: 1) Students do not know how to use learning media in the learning process; 2) The use of learning media by students is still very limited and not substantive so that it is considered less helpful in mastering the teaching material; and 3) Learning media that is less varied so that it is very boring (Nunuk, 2016). As educators, it is mandatory to choose the right and appropriate learning media to achieve the learning goals that have been set from schools (Nurrita, 2018). One of the criteria used in media selection is the content of teaching materials that support learning materials and the ease of obtaining them (Urbatul, 2021).

One of the learning media that can attract students' attention to learning activities is game media. Game learning activities that use game learning media can make the role of interaction between students more prominent or students more active in the learning process. With game learning media, each student becomes a learning resource for others (Nursiwi, 2017). Games are fun and challenging for students to be able to interact with each other (Joko). Media development by combining game elements can improve the learning atmosphere in the classroom and learning materials packaged together with games can be used as learning media that increase students' interest in learning to obtain good learning outcomes (Niki, 2019).

Based on the results of interviews conducted with educators on September 12, 2021, it is known that general problems in the learning process of biology media used are still limited and only package books

or LKS and media in the form of whiteboards make students less understanding of the material contextually presented. Then, the results of observations made with students in learning activities that are still conventional, namely using the lecture method, found that the learning style of students was still engrossed in their own activities, namely talking to their deskmates or drawing and doodling on their back notebooks.

This problem can be overcome by innovating learning media so that students can understand the concept of the material and develop their creative thinking skills in learning, then the right teaching material used to support learning is through the use of learning media that contains fun elements. Examples of media that can be used are learning media combined with games, one of which is the fun thinkers book. Fun thinkers book learning media is a book-shaped learning media full of educational activities, quizzes and fun games to entertain and hone children's thinking skills, as well as make the learning process more enjoyable (Inin & Mintohari, 2021). Fun thinkers book learning media is a collection of several game sheets packaged in the form of books to make learning activities more interesting and fun. Media fun thinkers book presents a game with a book equipped with a visual framework in the form of a display frame (Anti, 2020).

Fun thinkers book is a book that really strengthens the psychological abilities of the left and right brains of learners, wrapped in the latest revolutionary system using Match-Frame which makes learning fun while increasing thinking acuity (Ketut, 2021). This media is designed to be as attractive as possible with maximum colors, images, and usage patterns. In addition to learning by answering questions, learners in quizzes learn not by moving square boxes on the correct answers so that learners are more interested in answering them. Learners are invited to think about answering questions but in a fun way like a game, that is, not by writing the correct answer anymore but using a box that will direct them to the correct answer (Kibtiah, 2021). Media fun thinkers book is a media that uses 2 materials, namely a wooden frame, and a book from paper whose design is very beautiful in accordance with the character of students, so this media is packaged in a box. It can be neatly removed in a bag that comes with quiz questions related to the learning material (Rindiani, 2019).

Fun thinkers book learning media is a book that is packaged to create more fun learning activities and encourage student motivation to learn the material taught and can involve students in the learning process. The fun thinkers book media is in the form of a book and contains several questions that can train and determine the extent to which learners understand the material. This media is designed to be as attractive as possible with maximum colors, images, and usage patterns. In addition to learning by answering questions, learners in quizzes learn not by moving square boxes on the correct answers so that learners are more interested in answering them. Students are invited to think about answering the question but in a fun way like a game, that is, not by writing the correct answer anymore but using a box that will direct it to the correct answer (Mariatul, 2021).

The use of fun thinkers book media will help and hone the minds of students, because there are pictures and questions presented with the game so that it can encourage the interest and enthusiasm of students, especially Invertebrata material. By using the fun thinkers book media, students will easily understand the material and understand the material and message referred to in the picture, so that students can think well to find answers. Based on this description, the author is interested in conducting research with the title "Development of Fun thinkers book Learning Media on Invertebrata Material Class X SMA Negeri 12 Bone"

Materials and Methods

This type of research is research and development or R&D. Development research is research carried out by a researcher in developing and producing a product. Development research aims to use innovation in producing new products and developing pre-existing products (Mintohari, 2021). The research carried out is to develop fun thinkers book learning media. The research location is SMA Negeri 12 Bone. Product trials were carried out in class X as many as 25 students.

This research uses the development of the ADDIE model which consists of 5 (five) stages, namely (1) Analyze; (2) Design; (3) Development; (4) Implementation; and (5) Evaluation) (Inin, 2021). The

ADDIE model was chosen because this model is more organized, and is widely used to create learning programs and products with evaluation at each stage so that the stages are well structured and systematic (Soesilo, 2020).

The research instrument used is a validation sheet to obtain validity data from media expert validators and material experts on the developed fun thinkers book media, then using an educator and student response questionnaire with the aim of obtaining data on the practicality of students and educators regarding the fun thinkers book product. The learning outcomes test is used to measure the effectiveness of fun thinkers book learning media. Some data collection techniques are carried out by conducting validity tests, practicality tests and effectiveness test levels. For validity tests are assessed by validators. The category of validity can be seen in Table 1.

$$A_i = \frac{\sum_{j=1}^n K_{ij}}{n}$$

Information:

- A_i = Average aspect of-i
 K_{ij} = Average for the aspect of-i
 n = Number of criteria in the aspect of-i

Table 1. Criteria for validity

Value	Criterion
$3.5 \leq V \leq 4$	Very Valid
$2.5 \leq V < 3.5$	Valid
$1.5 \leq V < 2.5$	Valid Enough
$0 \leq V < 1.5$	Invalid

The media practicality test can be measured based on the results of the questionnaire research by educators and students. The practicality category can be seen in Table 2.

$$X_i = \frac{\sum_{i=0}^n A_i}{n}$$

Information:

- A_i = Average aspects
 n = Multiplicity of aspects

Table 2. Criteria of the degree of practicality

Value	Criterion
$IP = 5$	Very Practical
$4 \leq IP < 5$	Practical
$3 \leq IP < 4$	Quite Practical
$2 \leq IP < 3$	Impractical
$1 \leq IP < 2$	Highly Impractical

The media effectiveness test is measured based on the learner's learning outcomes test. The teaching process in the classroom is at least 80% obtained by students, then they get a complete score (Widyoko, 2013). The category of effectiveness levels can be seen in Table 3.

$$N = \frac{W}{n}$$

Information:

- N = Value obtained by learners
 W = Number of correct questions
 n = Number of question items

Table 3. Criteria of the degree of effectiveness

Value	Criterion
> 80	Highly effective
> 60-80	Effective
> 40-60	Quite Effective
> 20 – 40	Less Effective
≤ 20	Very Less Effective

Result and Discussion

This research is a research on the development of a fun thinkers book media Invertebrata material in class X at SMA Negeri 12 Bone which aims to produce a fun thinkers book media that meets the criteria of valid, practical, and effective. This research uses the ADDIE development model: (1) Analyze; (2) Design; (3) Development); (4) Implementation; and (5) Evaluation) (Inin, 2021). The ADDIE model is considered more organized, and fits the characteristics of the needs of media development fun thinkers books in class X high school.

A. Stages of analysis

At this stage, it analyzes the problems that exist in the class of students of class X Science 2, namely the media used in learning, but the learning media is still focused on educators such as using books and LKS so that students are less active in learning activities. Then the data collection stage is carried out by analyzing the needs of researchers by interviewing biology educators in class X science about learning activities on Invertebrata material. He said that there is still a need for media that can involve all students to be active in learning activities. Furthermore, the analysis of learning objectives is in accordance with basic competencies and indicators of Invertebrata material sub-invertebrate KD 3.9, namely the grouping of animals into phylum based on body layers, body symmetry, body cavities, and reproduction.

B. Design stage

This stage begins with determining the learning objectives to be achieved, designing learning scenarios, designing teaching materials, designing learning materials and evaluating learning outcomes. The product designed is a fun thinkers book designed as a book using the help of a display frame (Match-frame). This fun thinkers book media consists of two parts, namely the book section and the demonstration frame section which is equipped with nine tile panels to match the answers to the questions in the quiz section. This fun thinkers book contains Invertebrata material.

The results and discussion section contains the important findings of the research which are described narratively. The data from the research needs to be interpreted so that it becomes information that is easy for readers to understand. The narrative in this section should include all the variables of interest in the study. Data processing can be poured in the form of tables or figures so that it is more interesting and easy to understand.

C. Development stage

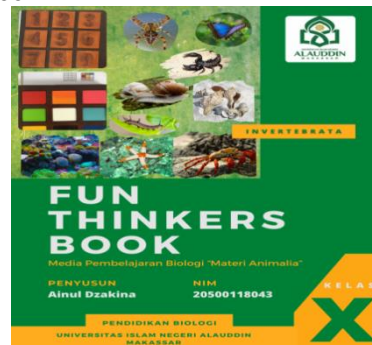
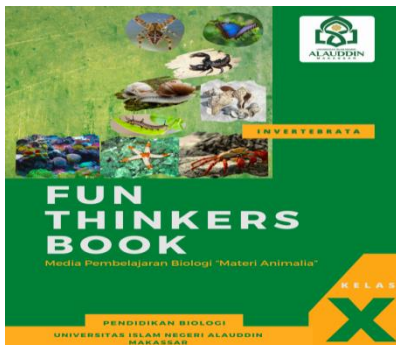
The product in the form of prototype I is then validated by experts who aim to assess the media developed. Suggestions and input from validators are then used as the basis for revising the product. After carrying out the media revision according to the suggestion, a prototype II was obtained that was valid for testing. The results of the prototype I and prototype II that have been made, shown in Table 4

Table 4. Comparison of the results of the display of the fun thinkers book prototype I and prototype II

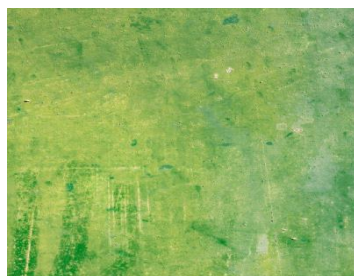
Prototype I (Before Validation)

Prototype II (After Validation)

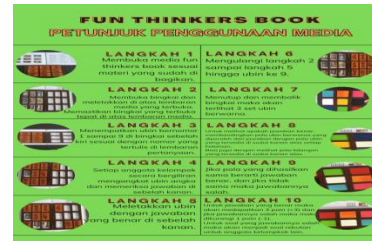
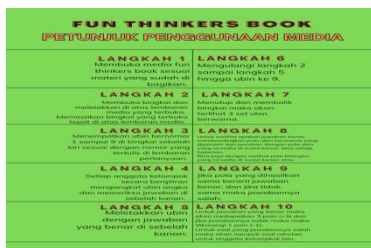
Front cover of the book



Back cover of the book



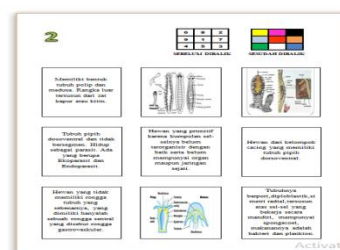
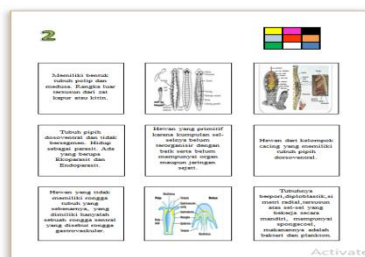
Instructions for use



Biography



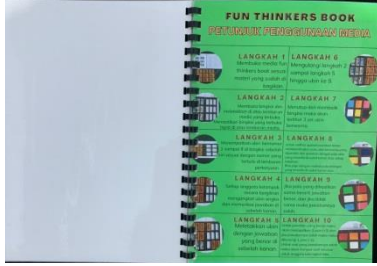
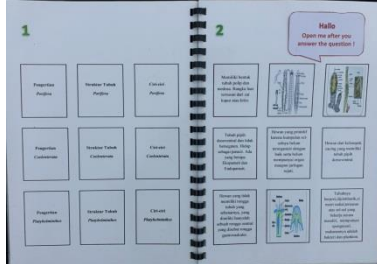




Answer patterns



D. Implementation stage

The fourth stage is implementation. The implementation stage of the media fun thinkers book is carried out in a large group of 25 students which then becomes 4 small groups. At this stage, fun thinkers book learning media is distributed to groups to be used as a learning medium. The implementation phase will be carried out on April 23, 2022, which is specifically for class X science 2 SMA Negeri 12 Bone which is located in Cinnong Village, Sibulue District, Bone Regency.

Table 5. How to play fun thinkers book learning media

No.	Steps	Media
1.	Open learning media and read instructions in playing the fun thinkers book media.	
2.	The rules of the game begin by opening the fun thinkers book on a predetermined page.	
3.	Placing a match frame on an already opened page	
4.	After that, put tiles 1 through 9 in a row on the left frame, according to the numbers listed on the tiles.	
5.	Students in collaboration with their group mates answer questions by holding up tile number 1 and reading the reading text or images that are already available. Then find the correct answer or image and place it on the tile to the right of the page.	
6.	Learners repeat the step until the 9 tile.	

7. After finishing placing all the tiles, it closes and reverses the frame of the box, and you will see the color pattern on the tiles.
8. To find out whether the answer is correct or not, you can check by comparing or matching the color of the tile with the answer in the upper right corner.



E. Evaluation stage

The evaluation stage is the process of looking at the media that has been created according to the initial expectations or not. Evaluation can occur at any previous stage and is called formative evaluation, because the purpose is for revision needs. Meanwhile, a summative evaluation is carried out at the final stage of developing the ADDIE model. Evaluation is carried out by providing tests to students and then used as data to find out the effectiveness of the media developed by the instruments used in the form of test items. The instruments used are test items in the form of multiple choices totaling 20 questions.

F. Validity level of media fun thinkers book

The level of validity in the ADDIE development model is at the development stage because at this stage there are expert validation activities. Based on the improvement suggestions that have been given by the two validators, prototype 1 is improved by referring to the improvement suggestions given and produces prototype II. Change from prototype 1 to prototype II. After making improvements to the shortcomings contained in prototype I in accordance with the suggestions of the validators, the resulting prototype II is then assessed by the validator. The results of the validator assessment can be seen in Table 6.

Table 6. Average results validator assessment

Assessment Aspects	Validators		Assessment Results
	I	II	
Display	3.7	4	3.85
Invertebrata teaching materials	3	4	3.5
Not outdated	3	4	3.5
Scale	4	4	4
Technical quality	3.5	4	3.75
Communicative language	4	4	4
Appropriateness of use of the term	3	4	3.5
Average			3.72
Category			Very Valid

Based on Table 6, the average validator assessment results for the fun thinkers book learning media developed are 3.72 which are in the very valid category (Widoyoko, 2014). The fun thinkers book media is said to be very valid because it is in accordance with the theory that Sujana said that if the average value of validity is in the range of values of $3.5 \leq V \leq 4$, then it can be said to be very valid (Sugiyono, 2006). A valid product means that the product is suitable for use by students and educators because it can help in the learning process. As stated by Haviz that learning products are concluded to be valid if they are developed with adequate theory and all components of learning products between one another are consistently intertwined (Haviz, 2013).

G. Practicality level learning media fun thinkers book

The level of practicality of the fun thinkers book media can be seen from the results of the student response questionnaire and the educator response questionnaire. The overall response results can be seen in Table 7.

Table 7. Results of the social response

No	Assessment Aspects	Assessment Results
1.	Student response	4.86
2.	Educator response	4.85
Average		4.8
Category		Practical

Based on Table 7, it can be concluded that the assessment category obtained from the results of the educator and student response questionnaire showed an average of 4.8 which is a practical category with an interval ($4 \leq IP < 5$). Fun thinkers book learning media is a practical medium because the use of this media in the classroom makes it easier for students to understand Invertebrata material which is relatively difficult. The learning media developed is said to be easy to implement because it does not require special skills in its use. This is in accordance with Sadiman's research which states that media is given to students to make it easier for them when following the learning process. The use of teaching aids can increase the learning motivation of students so that students' attention to the subject matter can be further increased (Sadiman, 2006).

The factors that cause the Fun thinkers book learning media to be categorized as having practical practicality are: (1) In the aspect of interest: The image in the fun thinkers book media presented is in accordance with the Invertebrata material, the combination of images and colors in the fun thinkers book media is consistent; (2) In the aspect of convenience: Invertebrata material presented systematically and easy to learn, students can follow the lesson easily because of the learning media in the fun thinkers book media is consistent; (3) On the aspect of convenience: Invertebrata material presented systematically and easy to learn, students can follow the lesson easily because of the learning media in the media fun thinkers book, fun thinkers book learning media makes it easier for students to memorize material related to Invertebrata, learning media on fun thinkers book media makes it easier for students to understand learning materials; and (4) Media on this fun thinkers book media uses images related to Invertebrata material, and Invertebrata material presented in accordance with learning objectives. In accordance with the opinion of Van den Akker, states that the practicality of the development product refers to the user liking and can be used easily under normal conditions (Haviz, 2013).

The fun thinkers book media is combined in the form of a game so that it can give students a sense of joy and joy to the material being taught. The game made in the fun thinkers book is matching images. The concept of a fun thinkers book game is to learn while playing, and think in a fun way. In addition to learning, students answer questions also while playing like a quiz by moving square boxes on the correct answer without writing them down, so that students will be more interested in answering them. Students are invited to think in a fun way such as playing in answering questions and pictures related to the material. This is in line with Komariyah's research (2013) that the addition of games in learning has two positive aspects, namely the attractive aspect and the educational aspect.

H. Effectiveness level of learning media fun thinkers book

Data on the level of effectiveness of learning media can be measured from the level of students' mastery of the material that has been taught the instruments used are test items in the form of written tests with multiple choice question types as many as 20 questions and research subjects as many as 25 people. The percentage of learning outcomes can be seen in Table 8.

Table 8 Percentage of learner learning outcomes

No.	Score	Frequency	Percentage (%)
1.	0-74	2	8%
2.	75-100	23	92%
Total			100

Based on Table 8, it is known that there were 2 students who scored between 0 to 74, and 23 students got a score of 75 to 100. Data on the level of effectiveness of media can be measured from the level of students' mastery of the material taught. The percentage of student completion obtained by class X science 2 SMA Negeri 12 Bone is 92%. Based on the data above, it can be concluded that the fun thinkers book learning media is very effectively used in the learning process.

The learning media developed is said to be effective if the learning media can attract the attention of students in using the fun thinkers book media. This media is said to be able to attract the attention of students because the colors on the media look good and the physical appearance of the media is in accordance with the concept of Invertebrata material. This is in accordance with Sigit's research which states that in producing coloring learning products is one of the very important elements. Appropriate coloring can support a message or information to be conveyed well. The selection of appropriate colors will make the design of learning products more communicative and aesthetic. The selection of good colors in producing learning products can help arouse and stimulate the thoughts, feelings, attention, and will of students (Sigit, 2019).

The learning media developed is also effective because the use of fun thinkers book learning media can be seen from the enthusiasm and enthusiasm of students in using teaching materials to answer Invertebrata material quizzes. This is due to the development of a fun thinkers book learning media that was developed containing information on Invertebrata material and images that were made simple so that it was easy for students to understand (Van, 2013) in Haviz, states that product development is said to be effective when it provides results that match the learning objectives indicated by the learner's learning outcomes test. The learning media developed is also said to be effective because it outlines the basic indicators and concepts of the material into the questions presented with the game to solve the quiz in the media. Media In line with the results of research conducted by Niki which states that media development using a combination of game elements can improve the learning atmosphere in the classroom and learning materials packaged together with games can be used as learning media that will increase students' interest in learning to obtain good learning outcomes (Niki, 2019).

The learning media developed is also said to be effective because it outlines the basic indicators and concepts of the material into the questions presented with the game to solve the quiz in the media. The fun thinkers book media is interspersed with games so that it can give students a sense of joy and joy to the material being taught. The result of learning activities is learning while playing, aiming to develop motivation, and courage. Learning activities interspersed with games can motivate and stimulate the intelligence of learners (Zulvia, 2012). The use of game media in the learning process has a great influence on the understanding of the content of the lesson, logically it can be stated that using learning media will better guarantee the occurrence of a better understanding of students so that it can affect the spirit of learning and more active learning conditions, which later leads to an increase in student understanding (Erna, 2013).

Based on this, it can be concluded that the effectiveness of the media developed on Invertebrata material is influenced by the learning media fun thinkers book which can explain the learning material in a systematic order and help in the presentation of interesting materials and colors and are presented in the form of games. This affects the learning outcomes of students because it is able to increase the motivation and interest in learning students so that they can think and analyze the subject matter provided by education well with pleasant learning situations and can understand the lesson easily.

Conclusion

The conclusion of this study is a fun thinkers book learning media developed using ADDIE development which includes the stages of analysis, design, development, implementation, and evaluation.

The level of validity of fun thinkers book learning media reached an average score of 3.72 so it is categorized as very valid. The level of practicality of fun thinkers book learning media reaches an average score of a total of 4.8 so that it is categorized as practical. The level of effectiveness of fun thinkers book learning media with a completeness of learning outcomes of 92% so that it is categorized as very effective.

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