

Active Learning Based on Educational Games in Increasing Students Interest in Learning at SDN 28 in Bima City

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ABSTRACT

This study aims to describe the application of active learning methods based on educational games in increasing the learning interest of second-grade students at SDN 28 Melayu Kota Bima. The background of this study stems from the low learning motivation of students caused by the use of monotonous and less interactive learning strategies. This study employs a qualitative approach with a case study design, utilizing data collection techniques such as observation, interviews, and documentation. The results indicate that educational games can create a fun and engaging learning environment, increase student active participation, and foster positive interaction between teachers and students. Activities such as interactive quizzes, card games, and group work help students become more focused and enthusiastic in their learning. This approach is also tailored to students' diverse learning styles and needs, thereby creating a more inclusive learning process. Thus, active learning through educational games has proven to be an effective and practical strategy in increasing students' interest in learning at the elementary school level.

Keywords: Active Learning, Educational Games, Interest in Learning

INTRODUCTION

Active learning is an approach to learning that involves students directly in the learning process. In active learning, students do not just passively receive information but are also involved in activities that allow them to observe, analyze, and apply the knowledge they have learned. In today's era, many schools are still dominated by lecture-style teaching methods, which make students feel uninterested and bored, resulting in suboptimal learning motivation among students¹. This can be seen from the lack of student participation in the teaching and learning process, and the low level of interest and learning outcomes expected of students².

Interest in learning plays a very important role in education because it contributes directly to the learning process and outcomes of students. However, in the ever-evolving world of education, interest in learning is quite a challenge. In order to attract students' interest in learning, teachers must be able to create an active and enjoyable learning environment so that students not only understand the learning material but also enjoy the learning activities³. In this increasingly modern era, educators also face challenges in adapting their approaches and strategies to the increasingly diverse needs of students.

¹ M Iqbal Arrosyad, Emilia Farahmad, and Haifa Nabila, "Inovasi Metode Pembelajaran Aktif Untuk Meningkatkan Minat Belajar Siswa SD," *Sparta* 7, no. 1 (2024): 7–12.

² Diniyah Takmiliah and D I Kota, "Metode Pembelajaran Aktif Dan Kreatif Pada Madrasah Diniyah Takmiliah Di Kota Bogor" 09, no. 01 (2020): 71–86.

³ Eva Handriyanti, "Strategi Pembelajaran Daring Aktif , Kreatif Dan Menyenangkan," *Academia* 4, no. 2 (2020): 1–10.

Creating interest in learning is not just about providing information, but also about creating meaningful learning experiences⁴.

The interest of elementary school students in learning is determined by the methods or approaches used in the teaching and learning process⁵. The more active the approach used, the greater the percentage of student interest in participating in learning activities. Therefore, a teacher must be able to deliver learning material in an interesting and enjoyable way in order to create meaningful and enjoyable learning activities by applying fun and non-monotonous learning strategies and methods⁶.

The problem of lack of interest in learning among students also occurs at SDN 28 Melayu Kota Bima, which poses a challenge for researchers to address as quickly as possible. Initial observations conducted in grade 2 found that students were less active in responding and tended to be less enthusiastic in participating in learning activities that were monotonous and lacked interaction. Additionally, the results of interviews conducted by the researcher with the second-grade homeroom teacher and the pretest results at SDN 28 Melayu Kota Bima showed that out of 25 students, only around 30% demonstrated interest in learning activities. Based on these pretest results, the learning interest of students at SDN 28 Melayu Kota Bima needs to be further enhanced. This situation indicates that students require a more engaging active learning approach or method, such as an active learning method based on educational games. This method not only provides an enjoyable learning experience but is also expected to significantly enhance students' learning motivation, particularly at SDN 28 Melayu Kota Bima. However, the implementation of active learning methods based on educational games requires thorough planning, tailored to the circumstances and characteristics of the students, especially in Grade II.

Active learning methods based on educational games can be one approach that can solve this problem. Through this approach, students are given the opportunity to be directly involved in active and enjoyable learning activities so that they can hone their interest in learning⁷. By involving students in these learning activities, this method is expected to improve their critical thinking, creativity, and social skills⁸. In addition, active learning methods also provide benefits in building positive interactions between teachers and students⁹. More intensive interaction between teachers and students can create a collaborative and supportive learning environment¹⁰. This approach motivates students in their activities and fosters a sustained interest in learning. Active learning places students at the center of learning activities, with teachers acting as facilitators who provide guidance and direction.

⁴ Suci Hartati, Laila Fatmawati, and Tri Krismilah, "Upaya Meningkatkan Minat Dan Hasil Belajar Siswa Dengan Game Edukatif Pada Pembelajaran Tematik Muatan Ipa Kelas V Sd Masjid Syuhada," *Artikel mahasiswa* (2020): 45–56, <http://eprints.uad.ac.id/id/eprint/21207%0A>.

⁵ Rades Kasi, "Pembelajaran Aktif : Mendorong Partisipasi Siswa" (2022).

⁶ Jurnal Sosial et al., "Strategi Pembelajaran Aktif Dalam Meningkatkan Motivasi Belajar IPS Peserta Didik Di MTS N 1 Kudus" 1, no. 4 (2024): 44–56.

⁷ Erlando Doni Sirait and Dwi Dani Apriyani, "Pengaruh Penggunaan Strategi Pembelajaran Aktif Icm (Index Card Match) Terhadap Hasil Belajar Matematika" (2020): 2019–2021.

⁸ Y Yulita, S Suciati, and S Suroyo, "Peningkatan Karakter Siswa Melalui Pendekatan Pembelajaran Aktif Dengan Metode Bermain Peran Di SDN 003 Pangkalan Kerinci," *Instructional Development Journal* 2 (2024): 2684–2696, <http://ejournal.uin-suska.ac.id/index.php/IDJ/article/view/26217%0Ahttp://ejournal.uin-suska.ac.id/index.php/IDJ/article/viewFile/26217/9710>.

⁹ Dianis Izzatul Yuanita, "Penerapan Strategi Pembelajaran Aktif Dalam Meningkatkan Motivasi Belajar Aswaja Siswa Di Madrasah" (n.d.).

¹⁰ Prodi Bimbingan and Universitas Indraprasta PGRI, "And Educational Research Penerapan Metode Pembelajaran Aktif Dalam Pembelajaran Pendidikan Islam Rudi Iskandar" (n.d.).

Activities such as educational games are often used in this approach to create an interactive and enjoyable learning environment¹¹.

Educational games are a learning method in which students engage in teaching and learning activities while playing to support their cognitive, affective, and psychomotor skills¹². Educational games come in many forms, such as puzzles, role-playing, competitions, and many more. With the development of technology, digital educational games have emerged, which can be played on devices such as laptops, mobile phones, and so on¹³. In practice, educational games are not only used as learning tools but also as a means to enhance students' creativity and critical thinking skills. In addition, the use of educational games in learning activities allows students with different learning styles, such as auditory, visual, and kinesthetic, to participate actively¹⁴. We can design this game according to the needs and characteristics of each student. In addition, this approach has also been proven to create a more lively and enthusiastic learning atmosphere¹⁵.

The implementation of active learning based on educational games at SDN 28 Melayu Kota Bima attracted the attention of researchers. In grade 2, with 25 students, they have diverse characters and learning styles. With this diversity, teachers there use educational games to address the issue. After explaining the material, the teacher will invite students to evaluate what they have learned through a game so that they do not feel bored. For example, in IPAS learning on the topic of "energy change," the teacher prepares game media in the form of picture cards of tools that undergo energy change. The students are then divided into four groups with names they choose themselves. The teacher then shows the cards, and each group must compete in answering what energy change is contained in the tool. This helps train the students' focus and cooperation.

SDN 28 Melayu Kota Bima has a diverse student body that requires an inclusive and adaptive approach. Therefore, this study aims to implement an active learning method based on educational games as an effort to increase students' interest in learning. It is hoped that this approach can have a positive impact on improving the quality of learning and supporting the achievement of overall educational goals.

RESEARCH METHODE

This study uses a qualitative method with a case study approach. According to Koentjaraningrat¹⁶, qualitative research is research in the humanities with activities based on scientific disciplines to collect, explain, analyze, and interpret facts, as well as the relationships between natural facts, society, and human behavior to discover new knowledge. This study focuses on the application of active learning methods based on educational games to increase students' interest in learning at SDN 28 Melayu Kota Bima.

¹¹ rita Hapsah, "Penerapan Metode Pembelajaran Aktif (Active Learning) Model Small Group Discussion Pada Mata Pelajaran Fikih Di Mts Alkhairaat Pusat Palu Application Of Active Learning Methods (Active Learning) Small Group Discussion Model In The Subject Of Fikih At " (2024): 1201–1206.

¹² Muhammad Ali Rif'an Fauzi et al., "Penerapan Model Problem Based Learning Berbasis Game Edukatif Dalam Peningkatan Hasil Belajar Kognitif Biologi," *Jurnal Biologi* 1, no. 3 (2023): 1–11.

¹³ Savira Rahmadhea, "Pemanfaatan Game Edukasi Untuk Meningkatkan Minat Dan Pemahaman Siswa Dalam Pembelajaran Sains," *JSE: Journal Sains and Education* 2, no. 2 (2024): 33–39.

¹⁴ Lukman Affandi et al., "Penggunaan Alat Permainan Edukatif Sebagai Media Pembelajaran Dalam Kegiatan Bermain Sambil Belajar," *Global Education Journal* 1, no. 3 (2023): 141–149.

¹⁵ Nadhirotuz Zulfah, "Pemanfaatan Media Game Edukasi Wordwall Untuk Meningkatkan Minat Belajar Siswa," *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia* 1, no. 1 (2023): 11.

¹⁶ Samiaji Sarosa, *Analisis Data Penelitian Kualitatif*, 2021.

According to the researcher, the qualitative method with a case study approach is very appropriate to use because the purpose of this research is to increase students' interest in learning and to see how educational games are used in elementary school learning. Because this research discusses "interest in learning," which is more about feelings or motivation, the qualitative method can help understand the reasons why students become more enthusiastic about learning with educational games. The qualitative method is also suitable because it can help researchers understand the real situation in the classroom, including how students and teachers interact. In addition, researchers can collect data directly from observations, interviews, and documentation without changing the classroom atmosphere, making the data more natural and realistic.

RESULTS AND DISCUSSION

Initial Learning Interest of Students

Before the active learning method based on educational games was implemented, the learning interest of second-grade students at SDN 28 Melayu Kota Bima was at a low level. This was characterized by a lack of student involvement in learning activities. In addition, second-grade students preferred to play rather than study. During the teaching and learning process, students appeared unresponsive to the teacher's instructions, with many of them simply sitting quietly or talking to their classmates without showing any interest in what was being said. Learning activities were still one-way, dominated by the lecture method, so that students became passive and were not stimulated to think actively or ask questions.

The results before the implementation of the active learning method based on educational games found by the researcher also reinforce the initial observation findings. Out of 25 students, only 30% showed interest or response to the learning activities. The rest still appeared indifferent during the learning activities. The teacher also acknowledged that the main challenge in teaching lower grades is maintaining students' attention, as many of them are easily distracted by things around them. This situation also shows that the learning approach used has not been able to foster students' interest in the learning process.

In general, the classroom atmosphere before the implementation of the educational game method seemed monotonous and lacked interaction. When the teacher delivered the material, some students were not focused on the learning activity, playing or talking with their friends. This shows that conventional methods are unable to meet the learning needs of students who have active personalities and enjoy fun activities. With this background, the researcher felt the need to introduce a more innovative approach that directly involves students in the learning process, one of which is through active learning methods based on educational games.

Application of Active Learning Methods Based on Educational Games

The application of this method begins with a preparation stage carried out by the teacher. The teacher adapts the teaching module by adding game elements that are in line with the learning objectives. The games designed are not merely for entertainment, but also have educational value that is in line with the basic competencies and characteristics of second-grade students. For example, in Islamic Religious Education, crossword puzzles (TTS) based on the Qur'an are used to enhance critical thinking skills. In the game of finding Qur'anic verses, those who are quick and accurate in selecting the correct verses are rewarded with prizes, while those who make mistakes are given consequences. Additionally, teachers

use flashcards to teach the concept of Asmaul Husna and improve memorization skills, among other activities.

Changes in Student Learning Interest

After several weeks of implementing active learning methods based on educational games, there have been significant changes in the attitudes, behavior, and especially the learning interest of students. Students who were previously passive began to show the courage to ask and answer questions. They responded more to the teacher's instructions and were more enthusiastic in participating in learning. This change was also evident in the increased interaction between students and teachers. Whereas communication was previously mostly one-way, after this method was implemented, there was more frequent two-way dialogue. Students began to get used to expressing their opinions, asking questions, and engaging in other forms of two-way communication. The classroom atmosphere became more interactive and enjoyable. Teachers felt supported because students were easier to guide and more motivated. Not only high-achieving students, but also those who were previously less active began to speak up and show willingness.

In addition to increased engagement, students also showed improvements in concentration and willingness to complete tasks. They became more diligent and focused when faced with challenges in the form of games. The joy that arises when playing turns out to encourage their intrinsic motivation to understand the material. Some students even show initiative by asking the teacher to repeat the game in the next meeting. This is a strong indicator that educational games can awaken previously dormant interest in learning.

Student Learning Outcomes After Implementing the Method

The implementation of active learning methods based on educational games not only has a positive impact on students' interest in learning, but also on their learning outcomes. Although the main focus of this study is interest, learning outcome indicators cannot be separated as a measure of the method's success. Based on documentation of evaluation results and student assignments, there was an improvement in understanding of the taught material, with students able to answer questions more accurately. This indicates that enjoyable and active learning helps students absorb the material effectively.

Initially, only about 30% of students appeared active, while the majority were passive, lacked confidence, and were uninterested in learning activities. This aligns with initial observation data and teacher interviews, which noted that students often lacked focus and felt bored with the teaching methods used. However, after several weeks of implementing educational games, the number of active students increased significantly to 84%. This was evident in the classroom atmosphere, which became more lively and interactive. Students who were previously shy began to express their opinions confidently and participate in group discussions. They responded more quickly to questions, were more involved in group tasks, and showed greater initiative in following the learning process.

In the learning process, students not only play but also think critically and work together to solve problems. This can be seen from their discussions when compiling group answers or when explaining their choices in the game. Activities such as these encourage students to hone their cognitive abilities more comprehensively. Additionally, students' work, which previously appeared haphazard and incomplete, is now more structured, neat, and reflects a better understanding. This change is not only observed in high-ability students but also in those with average and lower abilities.

Teachers note an increase in students' independence and attention to detail when completing tasks. They appear more confident and no longer rely entirely on teachers to complete tasks. This indicates that educational games have encouraged them to learn more actively and responsibly. Overall, it can be concluded that this method has a dual impact: it not only increases interest in learning but also contributes to improvements in student learning outcomes, including understanding, work speed, and answer quality.

This improvement in learning outcomes shows that fun and participatory learning methods not only have an impact on the affective aspect but also support students' cognitive development. Data showing an increase in scores from pre-tests to post-tests is evidence that the educational game approach helps students understand the concepts of the material more easily. The active learning process allows students to not only memorize but truly understand through direct experience and fun interactions.

Stakeholders Views on the Implementation of Educational Game-Based Learning

Feedback from those involved in the learning process shows that the active learning method based on educational games has received a very positive response. Classroom teachers said that this method is very helpful in managing the classroom and keeping students focused. They feel that learning has become easier and less burdensome because students are enthusiastic from the start of the activity. Teachers are also pleased because this method gives them room for creativity in designing lessons that are not monotonous and are more suited to the characteristics of elementary school students. The increased activity of students has made the classroom atmosphere more lively and the teaching and learning process more meaningful.

From the students' perspective, the interview results show that most of them enjoy learning through games. They feel that learning has become more enjoyable and less boring. Some students stated that they find it easier to understand the material because it is explained through games that they consider to be like playing at home. Some students even said that they couldn't wait for class to start so they could play the games presented by the teacher. This indicates that the method used not only increases interest but also forms a positive emotional connection between students and the learning process itself.

The school principal also expressed appreciation for the implementation of this method. In his interview, he stated that the school is very open to learning innovations that can improve the quality of education. He acknowledged that students at SDN 28 Kota Bima have a high level of enthusiasm when given the opportunity to learn actively. Therefore, the school fully supports the use of educational games as part of the learning strategy for lower grades. The principal even encourages other teachers to adopt this method, not only in second grade but also in other grades, as an effort to create active, creative, and enjoyable learning experiences.

The results of the study show that the implementation of active learning methods based on educational games in grade II of SDN 28 Kota Bima had a significant impact on increasing students' interest in learning. This finding is in line with Silberman's findings, which state that active learning allows students to be actively involved, both physically and mentally. Through educational games, students not only hear and see, but also experience, try, and interact directly with the learning material. This approach effectively helps students feel involved in the learning process, which ultimately increases their motivation and curiosity.

From the observation results, it was found that students showed greater enthusiasm in participating in learning after the educational games were implemented. The classroom environment, which was initially passive, became more active and dynamic. This supports Maslow's theory of motivation, which explains that individuals have a need for self-actualization, one of which is through meaningful learning. When students feel involved and valued in the learning process, they will be more enthusiastic and show a high interest in learning activities. Educational games are able to create a fun learning atmosphere, so that students do not only learn out of obligation, but because they enjoy the process.

In addition to increased interest in learning, the research results also show improvements in learning outcomes. This proves that enjoyable and interactive learning methods not only impact the affective aspect but also the cognitive aspect. In line with Piaget's constructivist theory, children build understanding through direct experience. When students learn through play, they build meaning and understanding through social interaction, discussion, and reflection on what they do. In this context, educational games provide a medium for students to learn independently but within a collaborative framework.

Additionally, the research findings emphasize the importance of the teacher's role as a learning facilitator. In applying this method, teachers are no longer the main source of information, but rather companions and guides who create a conducive learning environment. This supports the main characteristic of active learning that is student-centered. Teachers who are creative and able to design games that suit the needs of students will find it easier to create an interesting and effective learning atmosphere. This change in the role of teachers also contributes greatly to creating positive interactions between teachers and students.

The positive responses from teachers, students, and principals to this method show that active learning based on educational games is highly relevant and worth implementing at the elementary school level, especially in lower grades. Teachers feel supported because students become easier to manage and guide during the learning process. Students feel happy and unburdened, while school administrators view this method as part of an innovation aligned with curriculum development that demands a more humanistic and child-centered approach to learning.

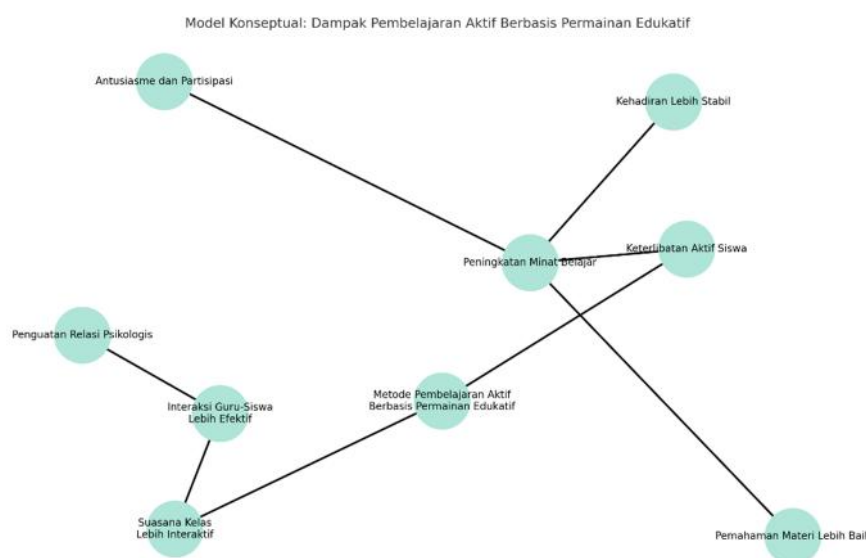
Based on these findings, it can be concluded that the active learning method based on educational games is not only feasible but also highly effective when applied in elementary schools. Learning with this approach not only increases students' interest and learning outcomes but also creates a fun, communicative, and meaningful learning environment. Therefore, this method can be used as an alternative and sustainable learning strategy, especially for teachers who face challenges in maintaining students' attention and enthusiasm for learning in the classroom.

This section can be divided into several subtopics according to the needs of the paper. There are no fixed limits on the number of subtopics; however, it should at least contain: methods, results, and discussion. Similarly, for non-research articles, the content section can be divided into several parts according to the needs. The author must demonstrate the novelty of the theme and emphasize the author's critical analysis of the theme being studied (not just a description of the data), as well as propose solutions.

Interpretation of Research Results

The interpretation of the research results shows that the application of active learning methods based on educational games has a significant effect on increasing the learning interest of second-grade students at SDN 28 Melayu Kota Bima. Before this method was

applied, only about 30% of students showed interest in participating in lessons, while the majority of the others were passive, unfocused, and easily bored with the conventional learning process. However, after the implementation of the educational game-based method, student engagement increased dramatically to 84%, with students appearing enthusiastic, actively discussing, and able to respond to learning with enthusiasm. This finding reinforces Silberman's (2022) theory of Active Learning, which states that students' active physical and mental engagement in the learning process, such as through play, discussion, and healthy competition, can create a more meaningful and motivating learning experience. Additionally, the change in classroom atmosphere from monotonous to more dynamic and interactive shows that this strategy is able to address the developmental needs of elementary school-aged children who enjoy moving, playing, and exploring.



Furthermore, the results of this study also intersect directly with Piaget's constructivism theory, which states that children build their knowledge through direct experience, social interaction, and concrete activities. In this context, educational games are not only a means of entertainment but also a constructive tool that allows students to internalize lesson material through exploration, reflection, and collaboration. Learning is no longer focused on memorization but on the active process of constructing meaning. This is evident in the improved ability of students to answer questions accurately, complete tasks independently, and express their opinions in class discussions. Even students with average and low abilities show significant progress in the quality of their learning outcomes. Thus, this approach has proven to influence not only the affective aspects (interest and motivation) but also the cognitive dimensions (conceptual understanding) holistically.

Furthermore, when linked to Maslow's hierarchy of needs theory, the success of this method also reflects that students' needs for safety, appreciation, and self-actualization are fulfilled through an enjoyable and inclusive learning process. Students feel involved, heard, and valued for their contributions throughout the learning process. The sense of joy and pride that arises when successfully answering a game or receiving appreciation from the teacher becomes a strong motivational drive for them to continue learning. Educational game-based learning not only provides students with space to learn but also to feel successful and valued

in the classroom. This transforms the learning process from merely fulfilling academic tasks into a positive and memorable emotional experience.

From the teacher's perspective, the results of this study also confirm a paradigm shift in learning from teacher-centered to student-centered. Teachers are no longer the sole source of information but rather facilitators who design, guide, and create spaces for exploration for students. This aligns with the principles of active learning and the independent curriculum, which place students at the center of the learning process. The support of the school principal in providing facilities, teacher training, and an educational game development team is an institutional factor that strengthens the sustainable implementation of this method.

Thus, the interpretation of the research results shows that active learning based on educational games is not only feasible but also highly effective in building a learning ecosystem that is enjoyable, meaningful, and has a long-term impact on increasing students' interest and learning outcomes. This strategy is highly relevant for elementary school teachers facing challenges in student engagement in the classroom, and aligns with the demands of 21st-century learning, which emphasizes active participation, creativity, collaboration, and a humanistic approach.

CONCLUSION

Based on the research results, it can be concluded that the application of active learning methods based on educational games in grade II of SDN 28 Melayu Kota Bima has proven to be effective in creating an interactive and enjoyable learning atmosphere that encourages active student involvement, both physically and mentally. This method has significantly increased students' interest in learning, as seen from the changes in their attitudes, which have become more enthusiastic, confident, and active in participating in learning activities. In addition to having a positive impact on material comprehension, this method also strengthens students' affective and social aspects, such as teamwork skills, communication, and mutual respect. The positive responses from teachers, students, and school officials reinforce that educational game-based learning is not only feasible but also highly relevant to be implemented as a learning strategy at the elementary education level. This study recommends that active learning methods based on educational games be more widely integrated into the elementary school curriculum, particularly in subjects that require active student participation. For future research, it is suggested that studies be conducted at different grade levels, such as upper grades or junior high school, to measure the consistency of this method's effectiveness across a broader age range.

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