



# DEVELOPMENT OF A HABITATION-BASED METHOD FLASHCARD ROLE PLAY FOR TEACHING CHARACTER VALUES TO ELEMENTARY SCHOOL STUDENT

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## Abstract

Habituation-based method flashcard Role-playing is a learning method that combines interactive role-playing with video explanations to enhance students' understanding of character values. This media is applied in character education materials to increase elementary school students' interest in learning and understanding of positive character values. This research aims to produce a media product flashcard role playing, as well as evaluating the validity and students' responses to the problem-based habituation method flashcard named role play Magic Card The research process includes the initial stages: analysis, front-end, development and implementation, evaluation, and revision. Validation results show that material experts gave this product a very high rating, almost perfect. Media experts also gave a very positive rating, indicating a very high level of satisfaction. In addition, the trial use of the media flashcard Role-playing by students produced excellent results. Based on these overall results, it can be concluded that this product is valid for application in learning.

**Keywords:** development; flashcard media; role-playing; character building

## 1. Introduction

Education, according to the National Education System Law, is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. The character potential in question encompasses religious strength, self-control, personality, intelligence, noble morals, and the skills necessary for oneself, society, the nation, and the state. In the 2013 curriculum, character education is one of the contents that must be possessed by all students. (I. M. W. D. Saputra et al., 2020) in the 2013 curriculum learning, the implementation of the scientific approach is expected to be able to increase student interest so that it can improve the quality of learning and produce intelligent students with character. Schools play a role as institutions that influence values in students' lives, as well as preparing students for life, both academically and as moral agents in society (Ritiau et al., 2019).

Character education is a very important aspect in education, because it not only builds academic knowledge but also forms positive moral values and behavior in students. Thomas Lickona, an expert in the field of character education, states that character education is a conscious effort to help someone understand, care about, and act based on the ethical values that form the basis of good character. Lickona emphasizes three main aspects in character education: knowing good (moral knowing), loving the good (moral feeling), and doing good (moral action). Thus, character education is not only about teaching values but also getting students used to applying them in their daily lives.

However, an appropriate and effective approach to integrating character education into learning remains a challenge. One effective approach to character building is through habituation. Habituation is a strategy used to shape positive behavior through consistent repetition and reinforcement. In the context of character education, habituation aims to instill moral and ethical values in students so that they become part of their daily habits.

How to Kak Seto School in character education, students need media that can visualize good and positive character values and how to apply them. Due to the lack of such visualization media, many students remain confused about why they should behave well and what constitutes positive character values. Therefore, a method is needed that not only provides a theoretical understanding but also familiarizes students with applying these character values in their daily lives.

According to Howard Gardner, the theory asserts that every individual possesses multiple intelligences encompassing various types of intelligence, such as verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. In the context of character education, Gardner emphasizes the importance of developing interpersonal and intrapersonal intelligence through a learning approach that emphasizes social interaction and direct experience. According to (Nasution, 2002), in creating an atmosphere, Multiple Intelligences create enjoyable learning. The learning process requires the skills, understanding, and initiative of a teacher in using a learning model media so that the material presented can be realized perfectly, can be understood and comprehended by students well. In role-playing, a learning process is also established that can change behavior, as well as create a memorable experience for students. This role-playing learning media model is intended to create a classroom atmosphere that is warmer, more enjoyable, and less boring for students.

One method that can support the development of interpersonal and intrapersonal intelligence is role-playing. According to Jean Piaget's theory of cognitive development, role-playing can help children understand and explore moral concepts, as well as strengthen social skills such as cooperation, empathy, and conflict resolution. Therefore, using role-playing in character education can be an effective strategy to help students understand and internalize moral values.

However, the use of role-playing in learning is not always practical in every classroom context, as it requires thorough preparation, sufficient time, and adequate resources. On the other hand, flashcards have been known as an effective learning tool in improving students' memory and concentration. (Santoso et al., 2023), flashcard are cards in the form of pictures and words that can be used as learning media. Flashcard media can be defined as a medium used for learning, in the form of small cards containing pictures, words, or symbols. This medium provides information and direction to students about something related to the picture, word, or symbol. In general, the size of the flashcard media is 8 x 12 cm, but this size can still be changed and adjusted to the capacity of the class that will implement it (Arsyad, 2014). Furthermore, picture card media or flashcard media can be used for the learning process. A series of information, along with supporting explanations of the images, is presented in the form of images.

Flashcard also allows for repetition-based and interactive learning. Seeing the potential of each learning method, the development of flashcard role-playing-based learning as a

medium for character education for elementary school students is becoming relevant. By combining the advantages of both approaches, it is hoped that the media flash play named “Magic Card” can provide an engaging and effective learning experience while strengthening character education in elementary school students. Therefore, this study aims to provide students with practical experiences and insights into character values, and can be implemented as an innovative learning method in teaching character education to elementary school-aged children.

## 2. Method

The research method used was the development research method. This research and development procedure used the Seels & Glasgow (1998) model. According to (Seels & Glasgow, 1998), development research is a systematic approach involving needs analysis, design, development, implementation, and evaluation of educational products to improve the effectiveness and efficiency of the teaching and learning process (see Figure 1).

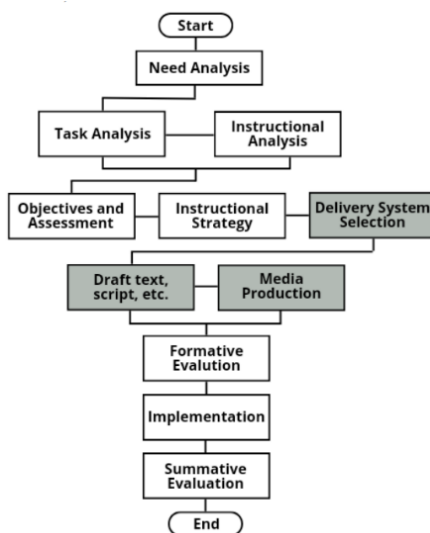


Figure 1. Seels and Glasgow (1998)

This development model consists of three main phases, namely front-end Analysis, Development, Implementation, evaluation, and Revision. Each phase has steps that are carried out systematically to produce effective and efficient learning media.

The model starts the analysis stage, including needs analysis, task analysis, and instructional analysis. Needs analysis is used to identify existing needs within an institution so that the resulting solutions can meet its objectives. Task analysis involves identifying tasks and activities by examining indicators and learning objectives. Instructional analysis includes identifying the learning material to be delivered and the most effective methods for delivering that material. The design phase should include learning objectives and assessments. (develop instruments/assessment), instructional strategies, and selection of delivery systems. The development stage includes draft materials, media production, and formative evaluation. The implementation phase involves testing materials and media. Summative evaluation aims to help schools and teachers assess the overall impact of the media over a long period of time. However, in this study, summative evaluation was not conducted because the implementation was not used comprehensively, but rather through a small-scale trial.

This study used several types of questionnaires, namely validation questionnaires from media experts, material experts, and student response questionnaires. The validation questionnaire was used by researchers to collect data related to the validation of the product that had been created. This questionnaire was filled out by material experts and media experts. The use of the validation questionnaire had the main purpose of obtaining assessments, criticisms, or suggestions from experts regarding the product that had been developed by the researcher. Next, trials were conducted on individuals consisting of 2 students, small groups consisting of 4 students, and large group trials involving 10 students. The instrument used was a closed questionnaire containing 12 items for material experts, 12 items for media experts, and 15 items for students as users. The questionnaire provided a column for providing comments in the form of suggestions for the media developed by the researcher. Therefore, the resulting data will be in the form of quantitative and qualitative data.

Quantitative data was obtained through assessments on validation sheets and student response questionnaires using an Even Likert Scale with four answer options: SS (Strongly Agree), S (Agree), TS (Disagree), and STS (Strongly Disagree) (Taherdoost, 2019). The data was then processed to determine the level of validity of flashcard-based role play developed using a percentage formula: the total assessment score divided by the maximum score, then multiplied by 100 percent. The level of validity is determined by interpreting the scores into specific categories. Qualitative data is obtained from comments in the form of criticism or suggestions provided by the validator.

In the media expert validation questionnaire, the aspects assessed include media operational design, appearance, presentation, and usability. The material expert validation questionnaire covers content, language, design, and implementation. The student response questionnaire covers acceptability, engagement, understanding, retention, social skills, attitudes, and effectiveness. This activity aims to determine students' responses to the learning-based habituation method of flashcard role play.

### **3. Results and Discussion**

#### **3.1 Result**

This research began with identifying the need to develop innovative and effective learning media in teaching character values to elementary school students at Kak Seto School. Through needs analysis, interviews with teachers, and observations of fourth-grade students, it was shown that they needed media to support more interactive and enjoyable character education learning. Task analysis revealed that students need to understand the basic concepts of character and be able to apply these values in everyday life. Based on the instructional analysis, it was determined that the use of the habituation method based on flashcard role play is the most appropriate method. Learning objectives are set to improve understanding and application of character values, with assessments that include evaluation of student performance in role play and their understanding through quizzes and observations. The learning strategies used are role-play by using flashcards selected to increase student engagement and motivation.

The learning material delivery system is selected by considering the availability of technology and student preferences, with the design of flashcards using Canva, and

explanatory videos using VideoScribe and CapCut. Scripts and texts for flashcards and explanatory videos made with Microsoft Word include character explanations in two languages, as well as QR codes that lead to a video explaining further the characters listed on the flashcard. Media production is done with Canva, VideoScribe, CapCut, and Figma for packaging box design. Formative evaluation was conducted involving media experts, material experts, and students, using an Even Likert scale questionnaire to collect validity and response data, which showed this media was highly valid with a value of 85% - 97%. Media implementation was carried out by trialing flashcards to students, inviting them to play roles, and giving star awards to increase student motivation. Summative evaluation showed that this media was effective in increasing the understanding and application of character values, as indicated by students showing increased motivation and engagement. This study successfully developed and implemented this flashcard media role as an effective character education learning tool for elementary school students in Kak Seto School, making the learning process much more interactive and enjoyable.



Figure 2. Box Design Flashcard role-playing based



Front View

Rear View

**Figure 3. Design Flashcard role-playing based**

Each together flashcard role-play-based games feature characters that students must play, with a brief explanation of the character's values in two languages (Indonesian and English) at the bottom. On the top left side, there is a QR code that directs students to a video explaining these characteristics in more detail. In the upper right corner is the logo of the school where the research was conducted.

The product has been developed and tested with media experts, materials, and student responses using an Even Likert scale questionnaire consisting of four answer options, 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree) (Taherdoost, 2019). According to (Arikunto, 2010), the quality of validity is measured by the criteria that if the value is in the percentage range of 81% - 100%, it is considered very valid for use. The following are diagrams and tables that present the results of validation and trial data processing by material experts, media experts, and students as research subjects.

**Table 1. Results of Material Expert Validation**

Aspect	Rate-Rate (%)
Material	100%
Linguistics	100%
Design	100%
Implementation	93.75%

Table 1 shows the validation results from a material expert on the flashcard media role-playing using a four-point scale. Of the 12 items rated, 11 received a "strongly agree" rating, indicating a very high level of agreement among experts on various aspects of the media. Furthermore, one item received an "agree" rating, indicating positive acceptance, albeit with a slightly lower level of agreement. These results reflect the success of the flashcard media in meeting the established material standards and criteria, and provide a positive picture of the quality and validity of the use of this media.

Based on the results of the material expert assessment (see Table 1) for quantitative data, the analysis shows that of the 12 items evaluated, 11 items had a percentage of 100% and 1 item had a percentage of 75%. If accumulated, the result is 97.92%. Based on the established criteria, it can be concluded that the flashcard media role playing for character education material meets valid criteria for use as a learning medium.

**Table 2. Media Expert Validation Results**

Aspect	Rate-Rate (%)
Media Operations	100%
Appearance	100%
Presentation	83.33%
Benefits	100%

Table 2 shows the validation results from a media expert on the flashcard media role-playing using a four-point scale. Of the 12 items rated, 10 received a "strongly agree" rating, indicating a very high level of agreement among experts regarding various aspects of the media. Additionally, two items received an "agree" rating, indicating positive acceptance, albeit with a slightly lower level of agreement. These results reflect the success of the flashcard media in meeting the established standards and criteria for the material, as well as providing a positive picture of the quality and validity of the use of this media. The statement in this study was adopted from research by (Riadh & Larasati, 2024), which examined the effectiveness of flashcard-based learning media in improving the social skills of early childhood.

Based on the results of the media expert's assessment of quantitative data, the analysis shows that of the 12 items evaluated, 10 items had a percentage of 100% and 2 items had a percentage of 75%. When accumulated, the result is 95.83%. Based on the established criteria, it can be concluded that the flashcard media role-playing for character education material meets valid criteria for use as a learning medium.

Student responses to media use flashcard role-playing were measured using an acceptance questionnaire. The trial was conducted using the same questionnaire indicators on various groups, namely individual groups, small groups, and large groups. The results from the individual groups provide insight into individual responses to the product; the results from the small groups provide an understanding of the influence of social interaction on the acceptance of the product as a learning medium; and the results from the large groups show how the product is received by the students. This approach produces more comprehensive data and provides a stronger foundation for media product development and further role-playing. The acceptance instrument indicator as a form of student response contains 15 items adopted from research (Febriani, 2015).

**Table 3. Individual Trial Results**

<b>Aspect</b>	<b>Rate-Rate (%)</b>
Acceptance	87.5%
Involvement	100%
Understanding	95.83%
Retention	100%
Social Skills	100%
Attitude	100%
Effectiveness	100%

The results of the individual trial with two participants showed a score recapitulation of 95% based on a four-point rating scale. As shown in Table 3, the majority of respondents gave a rating of "strongly agree" compared to "agree." These results indicate that the flashcard media role-playing successfully attracts the interest of each individual and has positive potential in supporting character education learning.

**Table 4. Results of Small Group Trials**

<b>Aspect</b>	<b>Rate-Rate (%)</b>
Acceptance	85%

Involvement	78.13%
Understanding	87.5%
Retention	78.13%
Social Skills	75%
Attitude	75%
Effectiveness	87.5%

The results of a small group trial with four participants showed a cumulative score of 82.5% based on a four-point rating scale. As shown in Table 4, the majority of respondents gave a positive response rating. Several aspects in the small group trial scored below 80% due to various factors influencing the assessment results. After conducting interviews, it was discovered that one reason was variations in students' experiences and backgrounds, which can influence how they interact with the media and assess certain aspects such as engagement, retention, social skills, and attitudes. Furthermore, aspects such as social skills and attitudes take longer to develop and may be influenced by group dynamics and social interactions in the role-play context. Other factors include the level of difficulty and relevance of the material to students' everyday experiences. The small sample size also influenced variation in assessments, and scores below 80% provide valuable information for further improvement. The product's validity is also supported by its ability to improve students' motivation, understanding, and overall skills. Therefore, although there are some areas with scores below 80%, the total average of small group trials on this product still shows validity for use in learning, with potential for improvement based on the feedback obtained.

**Table 5. Results of Large Group Trial**

<b>Aspect</b>	<b>Rate-Rate (%)</b>
Acceptance	84.5%
Involvement	80%
Understanding	88.33%
Retention	80%
Social Skills	77.5%
Attitude	97.5%
Effectiveness	77.5%

The results of a large group trial with 10 participants showed a recapitulation score of 84% based on a four-point rating scale. As shown in Table 5, the majority of respondents gave a positive acceptance rating to the flashcard media role-playing. However, there are several aspects where the average is still below 80%, such as social skills and effectiveness. After conducting interviews, it was discovered that this limitation is caused by several factors, such as the expansion of the context of use flashcard, which is not fully understood by all students, accompanied by challenges in applying social skills directly in role-play situations. However, although there are two aspects that show an average below 80%, this media is still considered valid for learning because other aspects obtained higher scores. The overall average score of 84%, along with positive feedback from the majority of respondents, indicates that the mediaflashcard Role-playing successfully achieved the goals of character education. Further

adjustments to the social skills and effectiveness aspects could be made to improve the quality of this media, but overall, this product remains valid and effective for use in learning.

### 3.2 Discussion

The discussion is focused on relating the data and the results of the analysis to the problem or research objectives and the broader theoretical context. It can also be an answer to the question of why facts are found in the data. The discussion is written attached to the data discussed. The discussion is tried not to be separate from the data discussed. Habituation-based method flashcard role-playing in this study refers to behaviorist and constructivist theories. Behaviorist theory emphasizes behavioral change through habituation and positive reinforcement. In this context, students are challenged to become certain characters and earn points as positive reinforcement after completing the challenge. Constructivist theory emphasizes active learning in which students construct knowledge through direct experience (Eggen & Kauchak, 2004). Flashcard media role-playing allows students to participate in role-play scenarios relevant to everyday life, allowing them to construct an understanding of character values through interaction and reflection. This method also stimulates critical thinking and problem-solving, supports student engagement and motivation, and fosters the development of social and emotional skills (Jonassen, 1999) (Jonassen, 2021:99). Flashcard This aims to improve students' memory and understanding according to levels C1 and C2 in Bloom's Taxonomy (Anderson, 2014).

Thomas Lickona (1991) stated that character education is a deliberate effort to help someone understand, feel, and act on core ethical values. According to Lickona, character education has three main components, namely moral knowledge (moral knowing), moral sense (moral feeling), and moral action (moral action). By using flashcard media through role-playing, students can develop all three components. For example, when playing the role of a particular character, students can understand moral values (moral knowledge), feel empathy or pride in doing good things (moral feelings), and act according to those values in the game (moral actions).

Habituation-based method flashcard this role-playing is implemented through a systematic and structured process, as suggested by Lickona. The preparation stage involves introducing the topic and purpose of the role-play, developing a scenario relevant to the character values to be taught, and preparing the lesson flashcard with appropriate characters and situations. At the implementation stage, students in large groups are given flashcards to explain the roles and situations they will be playing, and the facilitator ensures that each student actively participates in the role-play. After the role-play is completed, a discussion and reflection are held to discuss the students' experiences, their feelings, and what they learned from the situation they played, as well as to emphasize the character values that emerged during the play. The evaluation phase involves assessing students' understanding of character values using a rubric or other assessment tool to evaluate student participation and engagement.

Flashcard role-playing was developed to increase students' interest in learning character education. This product, "Magic Card" is designed according to the characteristics of elementary school students with a fun and appropriate approach to help students understand and appreciate positive characters. The use of interactive learning media with flashcards

through a role-playing approach, has been proven to increase students' interest and understanding. "Magic Card" effectively fills the gap in learning media in character education, providing a strong stimulus for students to learn and apply the positive character values that elementary school students must have.

The design of this media is suitable for elementary school students, with the color red providing strong visual stimulation and the color blue being calming for elementary school students and with the card design flash the appropriately sized cards for elementary school students have a positive impact on student engagement and motivation to learn (Brown et al., 2014). These cards are equipped with a code that facilitates access to videos that further explain the characters on the cards, supporting multimodal learning (Mayer, 2021). The explanation of the characters in Indonesian and English enriches students' vocabulary and helps them with language acquisition (N. N. Saputra et al., 2023). Furthermore, animations that match the characters on the cards make learning more engaging and interactive, which aligns with the principles of constructivist learning (Eggen & Kauchak, 2004). Therefore, the design and flashcard media of this role play have strong reinforcement for use in character education, because it not only attracts students' attention but also facilitates effective and meaningful learning.

Implementation of the habit-based method flashcard role play was carried out in Kak Seto's fourth-grade class at school through several structured stages. The preparation stage involves introducing the method to the tutor and developing a game scenario. Implementation involves introducing the flashcard and gameplay, where students play specific characters throughout the day. Observations showed that students were enthusiastic and actively participated, and this media also enhanced their understanding of character values, as well as social and communication skills. Material and media experts responded positively to this media. The material experts assessed the material as being aligned with learning objectives and student characteristics, while the media experts appreciated the media's appearance and presentation, aligning with Mayer's principles (Mayer, 2021). Several suggestions for improvement were made for the materials and media, such as adding words to enrich students' vocabulary related to the characters on the cards and adding instructional charts in the form of pictures to facilitate use. Overall, this media was deemed very good and of high quality, making it valid for use in learning.

The test results show that flashcard role-playing-based learning is a fun method and is well-received by students. This method increases student motivation and engagement in learning. Students are interested and enthusiastic about using this medium, which is easy to use and understand. Positive student responses indicate that this medium is suited to their needs and preferences, effectively supporting the development of character and positive values (Brown et al., 2014). This medium is expected to help elementary school students develop character in a fun and effective way.

#### **4. Conclusion**

Elementary school students often perceive good behavior as boring and unpleasant. In reality, character education should be implemented from an early age to shape positive personalities and conform to social norms. With limited media to support character education in elementary schools, product development often lacks a flashcard role play called "Magic Card." This is here to support the character learning process. The development of this media

provides an alternative to addressing existing problems. Based on the research results, the material validity test was 97.92% and the media validity test was 95.83%. The recapitulation of the results of the trial with students also showed a score of 85.73%. This research proves that the use of flashcards and role-playing methods in character education learning received a positive response from students. This media also received positive reviews from media experts, material experts, and students as research subjects. This media is valid and shows its potential as an interesting and enjoyable medium to use. Recommendations for future research include integrating more recent and relevant features into learning and combining other fun methods with various approaches that adapt to students' reference needs.

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