



Development of KARESI Learning Media (Explanatory Text Playing Cards) Integrated With QR Codes for Grade V of SDN 1 Srengat

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Abstract

This study aims to develop an innovative learning media called KARESI (Explanation Text Playing Cards) integrated with QR Codes for fifth-grade students at SDN 1 Srengat. The development was motivated by the low effectiveness of Indonesian language learning, particularly in explanation text material, due to the lack of engaging media suited to students' characteristics. The research employed the R&D method using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). Validation by content experts, media experts, and practicality tests with teachers and students indicated high validity (88.75%–94.16%) and excellent practicality (98.75%–99.04%). The integration of QR Codes allows students to access interactive e-books, enhancing motivation, active participation, and understanding of the material. KARESI is recommended as an alternative learning medium and suggested for further development for other materials and offline access.

Keywords: learning media; remi card; explanatory text; QR Code; elementary school.

1. Introduction

The development of students' cognitive, affective, and psychomotor skills plays a crucial role in the learning process. Various school learning activities are always connected to the students' surrounding environment, including in the teaching of the Indonesian language. The Indonesian language serves as a means of communication among Indonesian people and also functions as a national identity due to its status as the national language. This aligns with Saragih (2022), who states that Indonesian is used in daily activities and is recognized as the country's official language. Indonesian is a compulsory subject in the Merdeka Curriculum and is taught at all levels of education because it serves as a foundation for all other subjects. This subject contributes to the enhancement of students' intellectual, social, and emotional development, thereby supporting their success in learning other subjects. It functions as a tool for communication, a means of fostering creativity, and a unifier of national unity. This is in line with Harlina and Wardarita (2020), who argue that through the Indonesian language, students can understand themselves, appreciate their own culture, and learn about the cultures of others. As a result, students are able to communicate accurately and respectfully, demonstrating politeness and respect in social interactions. Moreover, this learning also aims to instill positive character traits in children from an early age, such as friendliness, gentleness, patriotism, mutual respect, and a strong sense of courtesy.

The Indonesian language encompasses listening, reading, writing, and speaking skills, and is interconnected with other subjects. Its content is present in nearly all learning activities. This is due to the implementation of thematic learning in elementary schools, which is a learning method that integrates various subjects under a single theme. One of the Indonesian language materials integrated with other subjects is explanatory text. This material is generally taught to students in the upper grades of elementary school. The discussion of this material is quite complex, as it is closely related to the surrounding environment and often follows current events.

Learning media plays a crucial role in the teaching and learning process. It serves to support the achievement of students' learning objectives. When used optimally and appropriately, learning media can contribute significantly to improving student learning outcomes. This is because, in delivering learning materials to students, media functions as an essential supporting tool. This aligns with the statement by Harsiwi et al. (2020), who noted that one of the key aspects in the teaching and learning process is instructional media, which serves as an aid in transferring material. The presence of media in the learning process can have a positive effect and make it easier for students to absorb the presented material. The importance of using learning media is also supported by Wiratmojo and Sasonohardjo, as cited in Junaidi (2019), who stated that the use of media in the early stages of learning can facilitate the learning process and clarify the delivery of learning materials. Therefore, the existence of learning media in the classroom is an indispensable aspect of education. To ensure effective use, teachers must first search for, select, and adapt the media to meet learning needs. Learning media should be designed to attract students' interest, taking into account their age, developmental experiences, and the context of their environment (Badruzaman et al., 2015). The selected media must also be aligned with the type of subject being taught, one of which is the Indonesian language.

The use of learning media is one of the key aspects in supporting the success of the teaching and learning process, especially at the elementary school level. Unfortunately, field realities indicate that the implementation of instructional media in elementary schools is still far from optimal. This is in line with Fatmawati et al. (2023), who state that the low utilization of learning media negatively affects students' learning outcomes, ultimately leading to unmet Learning Objective Achievement Criteria (KKTP). In the context of Indonesian language learning—particularly in explanatory text material—the lack of adequate media is a major factor causing students to struggle in understanding text content, especially in identifying informational knowledge and sequencing events, both orally and in writing (Sakinah et al., 2024). Based on interviews conducted at SD Negeri 1 Srengat in Blitar Regency, it was found that teachers experience difficulties in delivering explanatory text material due to the limited availability of concrete media. This condition hinders what should be an interactive and enjoyable learning process. Yet, according to Yuniarti et al. (2023), learning media can enhance students' comprehension, engagement, and learning effectiveness—particularly when using visual media such as images, videos, infographics, and concept maps.

The challenges faced by teachers in developing instructional media include limited time, lack of training, and other administrative burdens that demand their attention. As a result, classroom learning is still largely dominated by the use of conventional media such as textbooks, blackboards, or simply copying from printed sources. The lack of variety and creativity in using media leads to students becoming less motivated, easily distracted, and less active in participating in learning activities. Teachers at SD Negeri 1 Srengat stated that effective teaching methods must be accompanied by media that align with students' characteristics and needs, in order to help them stay focused and actively engaged in the learning process. Therefore, there is a need for media that is not only visual and interactive, but also capable of capturing students' interest through enjoyable approaches, such as educational games. This kind of media is expected to facilitate learning that is not only informative, but also participatory and able to foster students' enthusiasm for learning.

In response to these issues, the researcher developed a learning media called KARESI (Explanatory Text Playing Cards) integrated with QR codes as an alternative solution. This media was designed based on the criteria for selecting instructional media proposed by Fadillah (2020), which include alignment with learning objectives, support for the material, ease of access, teacher competence, time allocation, and students' cognitive level. KARESI combines a card game approach with the use of technology

through QR codes, allowing students to access additional digital content. This media also facilitates repeated learning and encourages students to actively engage with explanatory texts. Previous studies have shown the effectiveness of similar media in enhancing student motivation and learning outcomes. Purwanto et al. (2020) found that card-based media can improve students' concentration and critical thinking skills. Likewise, Lutfiyadi, as cited in Kiromah et al. (2022), revealed that learning combined with games can boost student enthusiasm. However, there has been limited research on the use of playing cards in Indonesian language learning, particularly in explanatory text material. Therefore, the development of KARESI is expected to meet the needs of both teachers and students in creating an effective, innovative, and enjoyable learning experience.

2. Method

The development of KARESI learning media (Explanatory Text Playing Cards) integrated with QR codes for Grade V students at SDN 1 Srengat employed the Research and Development (R&D) method. R&D aims to create products capable of solving problems through a systematic process of research and development. This aligns with Aziz & Suharjo (2024), who state that this method refers to the steps taken by an institution or company to develop or improve existing products or services. The ADDIE model was used in this development research. The ADDIE model consists of five stages: Analyze, Design, Develop, Implement, and Evaluate (Asmayanti et al., 2020). This model was chosen for its structured, easy-to-understand process that allows for flexibility and adaptation.

The first step was a needs analysis for the playing card learning media product. This stage ensures that the developed learning media aligns with the needs of the target users. The analysis included identifying potentials and challenges, curriculum review, and an assessment of student characteristics. The second stage in developing the KARESI media was product design, intended as a solution to the previously identified problems. The design was tailored to meet the needs of both students and teachers to support an effective learning process.

The third step involved developing the product based on the existing design. At this stage, the product was realized into a ready-to-use learning media for teaching explanatory texts at the elementary school level. The product was then validated by subject matter experts and media experts to identify any weaknesses that needed to be addressed. The fourth step, implementation, involved testing the developed media on students as the research subjects. The trials were conducted after refining the product based on the feedback from the validation phase and were carried out on both small and large scales.

The final stage in developing the playing card media for teaching explanatory texts at the elementary level was the evaluation after implementation in the field. This evaluation process was not only carried out at the end but also during earlier stages to assess the quality of the product before and after testing. The evaluation served as the basis for determining the product's feasibility, measured through validation results from media and content experts, as well as feedback collected from student and teacher questionnaires. The evaluation results were then summarized in terms of the strengths and weaknesses of the developed learning media.

3. Results and Discussion

3.1 Result

Validity of KARESI Learning Media (Explanatory Text Playing Cards)

Integrated with QR Codes

The validity process of the KARESI media (Explanatory Text Playing Cards) is part of the *development* stage. The validation of KARESI media was conducted after completing the *analyze* and *design* phases. The initial stage involved analyzing the needs related to the media to be developed. Several methods were used in this activity, including analysis of potentials and problems, student characteristics, and curriculum review. This needs analysis was based on observations and interviews with Grade V teachers at SD Negeri Srengat 1 Blitar. The results indicated that both teachers and students required a variety of learning media to improve the Indonesian language learning process, particularly in explanatory text materials.

Overall Validation Recapitulation

The summary of the validation results includes all aspects assessed by the content expert, media expert, and users. The complete validation results are presented in Table 1.

Table 1. Overall Validation Recapitulation

No.	Aspek Penilaian	Ahli Materi	Ahli Media	Pengguna	Kategori
1.	Isi Materi	100%		100%	Sangat Valid
2.	Cakupan Materi	83,33%		100%	Sangat Valid
3.	Kebahasaan	91,67%	91,67%	95,83%	Sangat Valid
4.	Teknik Penyajian Materi	80%	100%	87,5%	Sangat Valid
5.	Media Pembelajaran		100%	83,33%	Sangat Valid
6.	Tampilan Media		91,67%	100%	Sangat Valid
7.	Tampilan Menyeluruh		87,5%	87,5%	Sangat Valid
	Total	355%	470,84%	654,16%	
	Rata-rata	88,75%	94,16%	93,45%	
	Kategori	Sangat Valid	Sangat Valid	Sangat Valid	

The data in Table 1 summarizes the overall validation scores from the content expert, media expert, and user responses. In general, the average scores from all validators exceeded 80%. The lowest score was found in the *material presentation technique* aspect (80%), while several aspects received the highest score of 100%. The average score from the content expert was 88.75%, falling into the *very valid* category. Therefore, the KARESI media was declared usable without revision. The media expert’s average score was 94.16%, and the users’ score was 93.45%, both categorized as *very valid*. Based on these results, the KARESI (Explanatory Text Playing Cards) media is considered feasible for use without the need for improvement.

Practicality of KARESI Learning Media (Explanatory Text Playing Cards) Integrated with QR Codes

The practicality of the KARESI media was assessed during the implementation phase. This phase involved two types of trials—small group and large group testing—to obtain data regarding the usability of the developed media.

Small Group Trial

A small group trial was conducted at SD Negeri Srengat 1 Blitar with eight fifth-grade students. This test aimed to determine the practicality of the KARESI media and to prevent potential issues before the large-scale implementation. Quantitative data were collected through a practicality questionnaire, while qualitative data came from student feedback in the form of comments and suggestions. Table 2 presents the quantitative data results.

Table 2. Small Group Trial Results

No	Pertanyaan	Jumlah Jawaban Bernilai Praktis	Skor Maksimal	Persentase
1.	Apakah media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code mudah digunakan saat belajar?	8	8	100%
2.	Apakah media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code menarik dan menyenangkan?	8	8	100%
3.	Apakah petunjuk penggunaan pada media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini jelas?	8	8	100%
4.	Apakah kamu merasa kebingungan dalam menggunakan media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini?	7	8	87,5%
5.	Apakah media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini menggunakan bahasa yang mudah dipahami?	8	8	100%
6.	Apakah materi teks eksplanasi yang disampaikan dalam media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code mudah kamu pahami?	8	8	100%
7.	Apakah media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini menambah semangat dan antusias dalam mempelajari teks eksplanasi?	8	8	100%
8.	Apakah kalian menyukai tampilan yang ada dalam media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini?	8	8	100%
9.	Apakah media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini dapat mengurangi rasa bosan dalam proses pembelajaran?	8	8	100%
10.	Apakah kamu ingin menggunakan media ini lagi?	8	8	100%
Total		79	80	98,75%
Kategori				Sangat Praktis
Keterangan				Dapat digunakan tanpa perbaikan

The total score ranged from 87.5% to 100%, with the lowest score on item 4 due to some students being confused when arranging the QR-coded cards containing explanatory text e- books. The overall result showed a 98.75% practicality score, indicating the media is *very practical* and suitable for use without revisions.

Large Group Trial

The large-scale trial was conducted with 21 Grade V students at SD Negeri Srengat 1 Blitar. The purpose was to further assess the practicality of the KARESI media before broader implementation. Quantitative data were obtained via student questionnaires, while qualitative feedback was collected through students' suggestions and critiques. The results are shown in Table 3.

Table 3. Small Group Trial Results

No	Pertanyaan	Jumlah Jawaban Bernilai Praktis	Skor Maksimal	Persentase
1.	Apakah media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code mudah digunakan saat belajar?	21	21	100%
2.	Apakah media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code menarik dan menyenangkan?	21	21	100%
3.	Apakah petunjuk penggunaan pada media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini jelas?	21	21	100%
4.	Apakah kamu merasa kebingungan dalam menggunakan media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini?	19	21	90,47%
5.	Apakah media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini menggunakan bahasa yang mudah dipahami?	21	21	100%
6.	Apakah materi teks eksplanasi yang disampaikan dalam media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code mudah kamu pahami?	21	21	100%
7.	Apakah media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini menambah semangat dan antusias dalam mempelajari teks eksplanasi?	21	21	100%
8.	Apakah kalian menyukai tampilan yang ada dalam media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini?	21	21	100%
9.	Apakah media pembelajaran kartu remi teks eksplanasi terintegrasi QR Code ini dapat mengurangi rasa bosan dalam proses pembelajaran?	21	21	100%
10.	Apakah kamu ingin menggunakan media ini lagi?	21	21	100%

The practicality scores in the large group ranged from 90.47% to 100%. The lowest score was again on item 4, as some students still experienced confusion while using the media. A challenge encountered during this trial was the lack of classroom order due to students' high enthusiasm for the KARESI media, which made the class quite noisy. Nonetheless, with an overall score of 99.04%, the media was categorized as *very practical* and deemed usable without revision.

3.2 Discussion

Validity of the KARESI Learning Media (Explanatory Text Playing

Cards) Integrated with QR Code

The development of the KARESI learning media (Explanatory Text Playing Cards) integrated with QR Code aims to produce a valid educational tool according to expert assessments. The validity of the KARESI media is based on validation results from content experts, media experts, and users. The validation results show that the KARESI media scored an average of 88.75% from content experts, 94.16% from media experts, and 93.45% from users. All scores fall into the "very valid" category, indicating that the media is suitable for use without the need for revision.

Validity of the Media Based on Content Experts

The content within the KARESI learning media has been validated by content experts. There are four assessment aspects: content, scope, language, and presentation techniques. Based on the validation results from the content expert, the KARESI media obtained a validity score of 88.75%, which is in the "very valid" category, making it feasible for use without revision. The presented material aligns with the *Merdeka Curriculum*, especially on explanation texts. The effectiveness of the learning process depends on how well the planning is aligned with the curriculum and supported by appropriate teaching methods for the learning components being delivered, to ensure the

objectives are met efficiently (Bararah, 2017). This is consistent with Mudiono (2024), who stated that students require support from the foundational education level to develop writing skills, unlike speaking skills which develop naturally.

For the content aspect, the validation result of KARESI learning media received an average score of 100%. This indicates that the content in KARESI media is highly valid in terms of suitability. The CP (Competency Achievement) developed in KARESI media includes students being able to use new vocabulary applicable in constructing explanation texts. When preparing teaching materials, teachers need to pay attention to the CPs they aim to achieve. Therefore, the development of material in the e-book contained in KARESI media must consider the CP to be attained. The materials include the definition of explanation texts, their characteristics, structure, and development patterns. Moreover, it is essential to include real-life examples (Anam et al., 2022) so students can understand the material more easily. Providing explanation text examples based on phenomena encountered in the surrounding environment helps students visualize and grasp the material better. Nonetheless, minor revisions are still required. Based on validator suggestions, more attention should be given to word choices or diction, and alignment with the *EYD Edisi V* (Indonesian Spelling System Edition V) for spelling and punctuation.

Validation of material scope completeness scored 83.33%. This indicates that the material coverage in KARESI media is categorized as very valid. The explanation text is the core material in this media. This includes its definition, characteristics, structure, and development patterns. According to Rosilia et al. (2020), the preparation of teaching materials must be adjusted to students' needs and abilities. The developed e-book only includes phenomena commonly found around students, showing that the content has been designed with students' needs and capabilities in mind.

In the language aspect, KARESI media scored an average of 91.67%. This indicates that the language used is very valid. The sentence structure in both the e-book and playing cards adheres to *EYD Edisi V*. Rombean et al. (2021) emphasized the importance of diction in teaching—if it does not align with students' understanding, it can cause confusion. The near-perfect score in the language aspect shows KARESI media is well-suited for supporting learning after minor revisions.

For the material presentation technique aspect, KARESI media received a perfect score of 100%. This shows that the presentation method is highly valid. The material presentation is interesting and systematic, with clear user instructions. Clear guidance supports accurate content delivery, increases motivation, interest, and student engagement. This aligns with research by Wulandari et al. (2023), who found that usage instructions help teachers and students understand how to operate the media correctly, ensuring effective and efficient classroom use.

Media Validity Based on Media Experts

Media validity was obtained from media experts based on their assessment of the design and composition of the KARESI media. The media expert assessed five aspects: learning media, media appearance, language, material presentation technique, and overall display. KARESI media was rated "very valid" by media experts, scoring 94.16%, and deemed feasible without revisions, as it meets the criteria of effective learning media. This supports the view of Wulandari et al. (2023), who stated that learning media serve as a teaching aid for delivering material to students. Learning media in the teaching-learning process provides meaningful experiences for students (Supriyono, 2018).

In the learning media aspect, KARESI scored 100%. This shows the design is valid. The card size has been adjusted to fit elementary students' hands. Media size is crucial, especially at the elementary level (Mahesti & Koeswanti, 2021). Dewi et al. (2017) stated that media that is too small becomes hard to see, reducing effectiveness, while overly large media can clutter the classroom and distract students.

For the media display aspect, KARESI scored 91.67%. This shows the display is highly valid. The design matches the content and is engaging for 5th-grade students. A design that aligns with the material helps create a conducive learning environment (Erfan et al., 2020). A good design enhances understanding and content retention. Effective learning media design ensures the material is delivered attractively and clearly.

In terms of language, KARESI scored 91.67%. This indicates that the language used is highly valid. Experts stated that the language is easy for students to understand. Clear, concise, and context-appropriate language helps students comprehend the message (Wulandari et al., 2021). Ilhami (2022) added that language should match students' age, education level, and cognitive ability. Appropriate language directly influences clarity, learning effectiveness, and student comfort. Good language should be comprehensible, age-appropriate, suitable for the learning situation, and foster a positive and interactive atmosphere.

For material presentation technique, KARESI scored 100%. This indicates high validity. The presentation is attractive and systematic, with clear usage instructions that help deliver content accurately and foster student motivation, interest, and participation. Wulandari et al. (2023) emphasized that usage guides help teachers and students operate media effectively, maximizing learning impact.

The overall display aspect was validated by media experts with an average score of 87.5%, placing it in the "very valid" category. The design of both the cards and e-book is relevant to the material. Font choices and sizes are adapted for student ease. Fitri & Karlimah (2018) noted that students are more drawn to fun media. Overall design should align with student needs because effectiveness, appeal, comprehension, and comfort depend on how well the media meets students' needs and characteristics. Without this alignment, technically good media may become irrelevant or hinder learning.

Practicality of KARESI Learning Media (Explanation Text Playing

Cards) Integrated with QR Code

In addition to validity, KARESI's practicality was assessed by users (students and teachers). The practicality was measured using a practicality questionnaire. The small-group trial yielded an average score of 98.75%, indicating a very practical level. In the large-group trial, the average score was 99.04%, also categorized as very practical.

It can be concluded that the KARESI learning media has a very high level of practicality with an average score of 98.89%. Student responses were very positive, and they appeared enthusiastic during the learning sessions using KARESI media.

Media Practicality Validity Based on Users

The practicality validity was derived from users based on assessments of all aspects of content and design. Indicators assessed included media ease-of-use, visual appeal, clarity of instructions, and learning process emphasis. According to user validation results, the practicality score was 100%, falling under the "very practical" category with no necessary revisions.

The practicality assessment by users included four indicators: media ease-of-use, media appearance, clarity of instructions, and emphasis on the learning process. The first indicator, media ease-of-use, received a perfect score of 100%. This shows KARESI is very easy to use. The second indicator, visual appeal, also scored 100%, indicating that KARESI media is very attractive. The third indicator, clarity of instructions, scored 100% as well. This demonstrates that the media provides clear instructions that ease user experience. The fourth indicator, emphasis on learning process, received a score of 100%, indicating its practical use in teaching. Users stated that the material is complete and accurate, and the attractive design makes learning more enjoyable.

Media Practicality Based on Small-Group Trial

The small-group trial was conducted at SD Negeri Srengat 1, Blitar, in grade V with 8 students of varying cognitive abilities. The session began with the researcher entering the classroom with prepared materials. Students were instructed in advance to bring smartphones to access the e-book. They scanned the QR code on the KARESI cards and were given a brief explanation of the explanation text while reviewing the e-book. A demonstration followed, and students played using the KARESI media under the researcher's supervision. At the end of the lesson, students filled out a questionnaire, which was then collected.

The practicality questionnaire included 10 questions covering media ease-of-use, clarity of instructions, appeal, language, and material comprehension. The average score from the small-group trial was 98.75%, indicating very high practicality.

Key findings included that students found the media easy to follow (97.5%), indicating clear usage instructions. For media appeal, KARESI integrated with QR code scored 100%. The third indicator, clarity of instructions, also scored 100%, showing clear guidance for students. The fourth indicator, language, received 100%, showing that the language was suitable for fifth-grade cognitive levels. Despite high scores, a minor issue was noted—some students had difficulty arranging the cards correctly. The researcher resolved this by re-explaining the game rules.

Media Practicality Based on Large-Group Trial

The large-group trial was conducted at SD Negeri Srengat 1, Blitar, in grade V with 21 students of various cognitive abilities. The researcher entered the classroom with prepared materials. Students were instructed to bring smartphones to scan the QR codes. They learned while arranging the KARESI cards according to the instructions on the card box, guided by the researcher. After scanning the QR codes and completing the learning activities, students filled out a questionnaire and submitted it afterward.

The trial aimed to assess how easily the media could be used by students and identify any issues before broader implementation. The practicality questionnaire results yielded a score of 99.04%, categorizing the media as very practical and ready for use without modification.

Most aspects received excellent feedback. The lowest-scoring indicator, media ease-of-use, scored 98.09%, indicating the media is still highly usable in learning. This suggests it is effective and easy to apply in teaching. Other indicators like media appeal, clarity of instructions, language, and clarity of material scored 100%. This confirms the media's excellent practicality level. Students genuinely enjoyed learning using this media. Although the overall results were excellent, ease-of-use remains an area for slight improvement to enhance accessibility.

4. Conclusion

4.1 Conclusion

The development product of the KARESI learning media has undergone a validation process by material and media experts to assess its validity. In addition, the KARESI learning media has been tested on students at both small and large scales to evaluate its practicality. Validation was also conducted by users, namely teachers, to measure the practicality level of the KARESI learning media as a supplementary teaching material.

Based on the results of data analysis and discussion, the KARESI learning media is declared highly valid and highly practical, making it feasible for use in learning activities. Validation from the material expert showed a percentage of 88.75%, categorized as very valid, while validation from the media expert reached 94.16%, also categorized as very valid. The practicality test by the teacher as a user obtained a score of 100%, classified as very practical. Meanwhile, students' responses in the small-scale trial showed a

practicality score of 98.75%, and in the large-scale trial, 99.04%, both categorized as very practical.

4.2 Suggestions

It is suggested that the explanatory text QR-code-integrated KARESI playing card media for grade V elementary school be utilized as an additional learning media in class. The use of KARESI learning media requires devices such as smartphones or laptops and can be projected with an LCD to be displayed in front of the class. Therefore, before the lesson begins, teachers are advised to prepare laptops and LCDs if students are not permitted to bring smartphones to school. The use of the KARESI learning media should remain under the teacher's supervision to ensure that the learning activities align with the predetermined goals and proceed in an optimal, effective, and efficient manner.

For further development, the QR code-integrated KARESI learning media can be expanded for other materials and used in different classroom scopes. This product can also be tested on a broader subject group. Additionally, future developments are expected to bring forth new innovations in the form of QR code-integrated KARESI learning media that can be accessed offline through both smartphones and laptops. Thus, its use will be more accessible for schools with unstable internet networks.

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