

LAERNING INTEREST AND CRITICAL THINKING SKILLS THROUGH INTERACTIVE MAP-BASED LEARNING MEDIA IN HISTORY EDUCATION

Hasan Mukhlis^{1a*}, Muhammad Iqbal Birsyada^{2b},

History Education, Universitas PGRI Yogyakarta

¹ Hasanm787898@gmail.com

² iqbal@upy.ac.id

(*) *Corresponding Author*

Hasanm787898@gmail.com

ARTICLE HISTORY

Received : 20-01-2026

Revised : 07-02-2026

Accepted : 15-04-2026

KEYWORDS

Learning Media;
Interactive Map;
Learning Interest;
Critical Thinking;
History;

ABSTRACT

This study aims to improve students' interest and critical thinking skills through the use of interactive map-based learning media in History subjects for Grade X students at SMA Negeri 1 Prambanan Klaten. The background of this research is the low level of student interest in learning history and the suboptimal critical thinking skills demonstrated during the learning process. This issue is caused by the use of conventional teaching methods that tend to be monotonous and do not actively engage students. Therefore, the use of interactive maps is expected to be an alternative solution to create a more engaging and participatory learning atmosphere.

This study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, conducted in two cycles. The research subjects were 35 students from class X J. Data were collected through observation, questionnaires, interviews, written tests, and documentation. Each cycle consisted of four stages: planning, action implementation, observation, and reflection. The instruments used aimed to measure the improvement in students' interest and critical thinking skills throughout the learning process.

The results of the study indicate a significant increase in both students' learning interest and critical thinking skills. The average score of learning interest increased from 58.1 in the pre-cycle to 63.4 in the first cycle, and further rose to 72.3 in the second cycle. Meanwhile, the average score of critical thinking skills increased from 66 in the pre-cycle to 71 in the first cycle, and reached 84 in the second cycle. Thus, the use of interactive map-based learning media is proven to be effective in enhancing students' interest and critical thinking abilities in history learning.

This is an open access article under the CC-BY-SA license.



INTRODUCTIONS

Education serves as the fundamental foundation in shaping character and preparing future generations who are not only resilient and competitive but also capable of thinking creatively, making decisions, solving complex problems, and collaborating effectively (Mariyah et al., 2022; ulfa, 2018). However, the Indonesian education system often faces fundamental challenges, particularly concerning the effectiveness of learning methods that fluctuate with changes in government policies (Beliya et al., 2023; Kurniawan, 2016). In response, the Merdeka Curriculum was initiated as a transformative solution aimed at creating a conducive learning ecosystem that facilitates the optimal development of students' innate talents and potential (A. Lestari et al., 2020; Yasin, 2021). The concept of Merdeka Belajar emphasizes the autonomy of both students and teachers in determining learning processes that are relevant to their local contexts and needs (Supriadi et al., 2020).

Traditional learning methods, which tend to be one-directional and minimally interactive, are frequently criticized for their ineffectiveness in stimulating student interest and enhancing academic achievement. Such methods often lead to boredom and demotivation (Harpeni Dewantara, 2020; Ratna, 2018). In line with the accelerating advancement of technology in the modern era, innovation in education has become imperative to foster dynamic and relevant learning environments that encourage critical thinking and active participation (Fahrudin et al., 2021; Ilhami Ilhami et al., 2024). Information technology (IT) plays a crucial role as a catalyst in shaping a globally competitive educational landscape (Supriadi et al., 2020). Teacher-student interactions are no longer confined by the physical boundaries of the classroom but can occur flexibly through digital platforms, allowing for rapid adaptation to educational needs and dynamics (Assidiqi & Sumarni, 2020; Rahmawati et al., 2024). Moreover, IT developments have significantly enhanced students' learning motivation (Birsyada, 2015; K. E. Lestari, 2014)

Student learning interest is a strong predictor of academic achievement (Rebon & Birsyada, 2023; Uri Uswatun Khasanah, 2022). The use of innovative and engaging instructional media has proven effective in boosting students' active participation, creating dynamic learning atmospheres, and stimulating their enthusiasm (Hizril & Ibrahim, 2025; Wahyuni, 2015). In history education in particular, students often face challenges such as boredom and difficulty maintaining focus, due to the narrative nature of the material which demands imagination and reconstruction of past events (Putriana & Rahwanto, 2017; Sumintho, 2023). Contemporary scientific paradigms require students to master critical, systematic, logical, and creative thinking skills (Kahar, 2017; Sanjiartha et al., 2024). Therefore, effective learning should optimize the balance of cognitive functions between the left and right brain hemispheres (Kurniawati, 2016).

Innovative learning media based on interactive maps offer a solution that integrates visualization with interactivity, significantly increasing student engagement in the learning process (Ain, F. K., Akbar, R. F., Mufarricah, 2024; Sudibyo et al., 2025). This media enables students to construct contextual understanding of the material, exploring various dimensions such as geographical locations or historical event chronology in greater depth (Chastanti et al., 2017). The interactive features not only spark curiosity but are also proven effective in enhancing learning interest (Putra et al., 2022; Sapitri & Suriani, 2025). Furthermore, interactive maps support teachers in explaining abstract concepts more concretely, encouraging students to become more active and enthusiastic learners (Susetyo, 2020; Tarmidzi et al., 2024). The use of technology-based media such as interactive maps also aligns with the goals of the Merdeka Curriculum, which emphasizes meaningful and enjoyable learning experiences (Sari, 2016).

Based on initial observations and interviews with Grade X History teachers at SMA Negeri 1 Prambanan Klaten, several critical issues were identified that affect the quality of history learning. These issues include the scheduling of history lessons, which are often placed at the end of the session, leading to a decrease in student interest and concentration due to fatigue (Putri & Safrizal, 2023; Trismayanti, 2019). Declining interest is also caused by teaching methods that are unengaging and irrelevant to students' daily experiences (Nurfadhillah et al., 2021). Additionally, a noisy classroom environment and inadequate facilities further hinder learning. The limited variety of teaching media and methods, which predominantly rely on lectures, films/videos, and textbooks, leads to student boredom and difficulty in assimilating the material (Bunyamin et al., 2020).

Therefore, this study specifically focuses on the implementation of interactive map learning media as an intervention to increase students' interest in learning and critical thinking skills in history learning (Iqbal Birsyada, 2022). Based on this problem, this study aims to answer several basic questions. The research questions are: 1) How does the implementation of the Interactive Map-based learning model in class X of SMA Negeri 1 Prambanan Klaten increase students' interest in learning? 2) How does the implementation of the interactive map-based learning model in Grade X at State Senior High School 1 Prambanan Klaten improve students' critical thinking skills? 3) What is the impact of the interactive map-based learning model on students' interest and critical thinking skills in Grade X at State Senior High School 1 Prambanan Klaten?

RESEARCH METHOD

This study adopts a Classroom Action Research (CAR) approach using the Kemmis and McTaggart cycle model. The research design involves two cycles, each consisting of four essential stages: planning, acting, observing, and reflecting (Ni'mah, 2022). The research subjects were 35 tenth-grade students at SMA Negeri 1 Prambanan Klaten. The success indicators of this research were determined based on the achievement of standards for improving students' learning interest and critical thinking skills.

The data collection techniques in this research were comprehensive, including observation, questionnaires, interviews, written tests, and documentation. The observations conducted were structured observations, using prepared observation sheets to systematically observe teachers' activities and the development of students' critical

thinking skills. Meanwhile, semi-structured interviews were conducted to obtain in-depth qualitative data from students and teachers, allowing the researcher to explore answers beyond the prepared questions. These instruments were designed to measure the potential for increasing students' interest in learning and critical thinking skills, while data analysis was conducted using qualitative descriptive techniques for observation data and quantitative techniques for questionnaire and test data through the calculation of average scores and completion percentages.

RESULT AND DISCUSSION

The results of the study indicate a significant increase in students' interest in learning and critical thinking skills after the implementation of interactive map learning media. This improvement consistently demonstrates that innovative learning media have great potential to enhance the quality of learning. These findings are also consistent with previous studies that highlight the effectiveness of interactive media in increasing students' interest and understanding. Thus, engaging and relevant learning media can serve as a solution to address the challenges of conventional education (Surahmawan et al., 2021).

In the pre-cycle stage, student interest in learning was at 58.11%, which is classified as moderate. This condition was caused by the use of conventional learning media such as workbooks, without any special intervention to stimulate student interest. This reality reflects a common problem in history education, where monotonous approaches often lead to boredom and a decline in learning interest. Students tend to be less motivated and passive in the learning process (Murtado et al., 2023).

After the intervention in the form of applying interactive maps in cycle I, there was a promising increase in student interest in learning, reaching 63.44%. This figure shows an increase of 5.33% from the pre-cycle condition. At this stage, positive changes began to emerge, with students showing initial enthusiasm and improved focus. A more substantial and significant increase occurred in cycle II, where student interest in learning reached 72.33%, representing an 8.89% increase from cycle I. This success was notable because all students demonstrated high focus and strong enthusiasm in participating in the learning process.

A similar improvement was also observed in students' critical thinking skills. In the pre-cycle stage, the average critical thinking skill score of students was 66, with a completion rate of 59%. This figure did not meet the success indicator of 75%. At this stage, teachers still relied on basic media such as PowerPoint and workbooks without variations that encouraged in-depth analysis, causing students to pay less attention and be less focused (Sandong et al., 2023). Entering Cycle I, the average critical thinking skill score of students increased to 71, with a completion rate of 35.25%, indicating an increase of 26.43% from the pre-cycle phase.

The peak improvement occurred in cycle II, where the average critical thinking skills score of students jumped dramatically to 84. Even more impressive, the classical completion rate reached 100%, an increase of 64% from cycle I. In this cycle, students demonstrated a much higher level of focus and very active participation in question-and-answer sessions and group discussions, indicating that they had achieved a deep understanding of the material and were able to analyse information critically. This significant improvement is consistent with various studies showing that direct interaction with digital content can strengthen students' analytical and evaluative thinking skills.

The use of interactive maps has proven to be not only effective but also free of significant obstacles in the classroom. The main advantages of this medium are its ease of understanding for students and its high accessibility, allowing students to learn anytime and anywhere. These aspects of ease of access and understanding are crucial in supporting the concept of lifelong learning and fostering students' independence in learning. As a result, students become more responsible for their own learning process, in line with the principles of the Merdeka Curriculum, which emphasises relevant and enjoyable learning (Fitriah, 2017; Sopian, 2016).

CONCLUSION

Based on the results of the classroom action research, it can be concluded that the application of interactive map-based media is effective in enhancing the historical learning interest and critical thinking skills of tenth-grade students in class X J at SMA Negeri 1 Prambanan for the academic year 2024/2025. Students' learning interest increased substantially from a moderate category (58.11%) in the pre-cycle to a high category (72.33%) in Cycle II. Similarly, students' critical thinking skills showed a significant improvement, with the average score increasing from 66 in the pre-cycle to 84 in Cycle II, achieving 100% classical completeness in Cycle II. This affirms that interactive map-based learning media is a highly effective alternative solution for creating an engaging and participatory learning atmosphere, while simultaneously optimizing students' critical thinking abilities in history learning.

REFERENCES

- 'Ain, F. K., Akbar, R. F., Mufarricah, S. H. (2024). Peta sebagai Media Pembelajaran: Strategi untuk Hasil yang Optimal dalam IPS. *Triwikrama: Jurnal Ilmu Sosial*, 01(11), 131–140.
- Assidiqi, M. H., & Sumarni, W. (2020). Pemanfaatan platform digital di masa pandemi covid-19. *Prosiding Seminar Nasional Pascasarjana*, 298–303. <https://proceeding.unnes.ac.id/index.php/snpsca/article/download/601/519>
- Beliya, S., Syarif, T. R., Afian, R. N., Afrilia, U. L., & Putra, R. B. (2023). PENGARUH LINGKUNGAN SEKOLAH TERHADAP MOTIVASI BELAJAR SISWA. *Jurnal Ilmiah Multidisiplin Ilmu Nusantara*, 1(1), 14–19.
- Birsyada, Muhammad Iqbal, Arif Saefudin, Bayu Ananto Wibowo, M. I. D. (2024). Fostering Historical Thinking and Reasoning through Hybrid Dialogue : Integrating Javanese Philosophy into History Education. *International Journal of Learning, Teaching and Educational Research*, 23(12), 192–215.
- Birsyada, M. I. (2015). Pengembangan strategi pembelajaran ips sejarah berbasis critical pedagogy di sekolah. *Jurnal Sejarah Dan Budaya*, 9(2), 200–216.
- Bunyamin, A. C., Juita, D. R., & Syalsiah, N. (2020). Penggunaan Kahoot Sebagai Media Pembelajaran Berbasis Permainan Sebagai Bentuk Variasi Pembelajaran. *Gunahumas*, 3(1), 43–50. <https://doi.org/10.17509/ghm.v3i1.28388>
- Chastanti, I., Layyinnati, I., Srimulat, F. E., Fiqri, C. I., Syafriyetti, R., Afriani, D. T., Ernawati, E., & Jannah, N. (2017). Inovasi Pembelajaran dan Pendidikan Teknologi untuk Peningkatan Kualitas Pendidikan. In *Angewandte Chemie International Edition*, 6(11), 951–952. http://repo.iain-tulungagung.ac.id/5510/5/BAB_2.pdf
- Fahrudin, F., Ansari, A., & Ichsan, A. S. (2021). Pembelajaran Konvensional dan Kritis Kreatif dalam Perspektif Pendidikan Islam. *Hikmah*, 18(1), 64–80. <https://doi.org/10.53802/hikmah.v18i1.101>
- Fitriah, D. (2017). Hubungan Kemampuan Membaca Buku Teks dan Keterampilan Berpikir Kritis Dengan Hasil Belajar Pendidikan Agama Islam. *STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan*, 11(1), 91–110. <http://jurnal.uinbanten.ac.id/index.php/studiadidaktika/article/view/523>
- Harpeni Dewantara, A. (2020). Kreativitas Guru Dalam Memanfaatkan Media Berbasis It Ditinjau Dari Gaya Belajar Siswa. *Journal of Primary Education*, 1(1), 15–28. <https://jurnal.iain-bone.ac.id/index.php/algurfah/index>
- Hizril, N., & Ibrahim, M. M. (2025). Inovasi Media Pembelajaran dalam Pendidikan Modern. *Proceeding International Seminar on Islamic Studies Vol.*, 6(1), 2591–2597. https://www.researchgate.net/publication/375554671_Media_Pembelajaran_Inovasi_dan_Dampaknya_dalam_Pendidikan_Modern#:~:text=Inovasi-inovasi di era digital%2C terutama berbasis teknologi%2C dapat,praktis serta penerapan pengetahuan dalam situasi kehidupan
- Ilhami Ilhami, Alam Samudra, Binti Arifah Nurhasanah, & M Taufik Jhauzal. (2024). Inovasi dalam Manajemen Pendidikan: Strategi untuk Meningkatkan Kualitas Sekolah. *Jurnal Ilmiah Research and Development Student*, 3(1), 11–21. <https://doi.org/10.59024/jis.v3i1.1018>
- Kahar, M. S. (2017). Analisis Kemampuan Berpikir Matematis Siswa SMA kota Sorong terhadap Butir Soal dengan Graded Response Model. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 2(1), 11. <https://doi.org/10.24042/tadris.v2i1.1389>
- Kurniawan, R. Y. (2016). Identifikasi Permasalahan Pendidikan Di Indonesia Untuk. *Konvensi Nasional Pendidikan Indonesia (KONASPI) VIII Tahun, May*, 1415–1420.
- Kurniawati, A. H. (2016). Pengaruh Dominasi Otak Kiri Dan Otak Kanan Terhadap Prestasi Belajar Aritmetika Dan Geometri Pada Siswa Kelas V. *Jurnal Ilmiah Edukasi Matematika (JIEM)*, 2, 138–154.
- Lestari, A., Masturi, M., & Sulhadi, S. (2020). Pengembangan Media Pembelajaran Fisika Berbentuk Permainan Ular Tangga Menggunakan Adobe Flash untuk Siswa SMP. *Unnes Physics Education Journal*, 9(3), 313–319. <http://journal.unnes.ac.id/sju/index.php/upej>
- Lestari, K. E. (2014). Implementasi Brain-Based Learning untuk meningkatkan kemampuan koneksi dan kemampuan berpikir kritis serta motivasi belajar siswa SMP. *Judika (Jurnal Pendidikan UNSIKA)*, 2(1).
- Mariyah, S., Mariyamah, M., Sagita, H., Satrio, Hasibuan, L., & Anwar, K. (2022). Negara, Politik dan Pendidikan Agama (Pendidikan Agama Dalam Sistem Pendidikan Nasional) dan Teori Globalisasi Dan Revolusi Modern Dalam Perspektif Pendidikan Islam Dan Kebudayaan di Indonesia. *Jurnal Ilmu Multidisiplin*, 1(2), 314–325. <https://doi.org/10.38035/jim.v1i2.43>
- Muhammad Iqbal Birsyada, Dhiniaty Gularso, M. Fairuzabadi, Muhammad Khidir Baihaqi, Muhammad Abdu, A. W. S. (2022). *Model Pembelajaran Sejarah Berbasis Museum*. CV Bintang Semesta Media Yogyakarta.
- Murtado, D., Hita, I. P. A. D., Chusumastuti, D., Nuridah, S., Ma'mun, A. H., & Yahya, M. D. (2023). Optimalisasi Pemanfaatan Media Pembelajaran Online Sebagai Upaya Meningkatkan Hasil Belajar Siswa di Sekolah Menengah Atas. *Journal on Education*, 6(1), 35–47. <https://doi.org/10.31004/joe.v6i1.2911>

- Ni'mah, Z. A. (2022). Urgensi Penelitian Tindakan Kelas Bagi Peningkatan Profesionalitas Guru Antara Cita Dan Fakta. *Realita : Jurnal Penelitian Dan Kebudayaan Islam*, 15(2), 1–22. <https://doi.org/10.30762/realita.v15i2.480>
- Nurfadhillah, S., Ningsih, D. A., Ramadhania, P. R., & Sifa, U. N. (2021). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Siswa SD Negeri Kohod III. *PENSA : Jurnal Pendidikan Dan Ilmu Sosial*, 3(2), 243–255. <https://ejournal.stitpn.ac.id/index.php/pensa>
- Putra, A. P., Permanasari, A. T., & Lestari, D. J. (2022). Pemilihan Aplikasi Active Presenter Untuk Pembuatan Media Pembelajaran Sejarah. *Jurnal Pendidikan Sejarah Indonesia*, 5(2), 129. <https://doi.org/10.17977/um0330v5i2p129-137>
- Putri, F. M., & Safrizal. (2023). Faktor Penyebab Rendahnya Minat Belajar Siswa dalam Pembelajaran Matematika Kelas VI Sekolah Dasar Negeri 12 Baruh-Bukit. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 3(1), 66–77. <https://doi.org/10.32665/jurmia.v3i1.1346>
- Putriana, I., & Rahwanto, A. (2017). Penerapan Model Pembelajaran Advance Organizer Untuk Meningkatkan Pemahaman Konsep Dan Keterampilan Berpikir Kritis Siswa Pada Materi Fluida Dinamis di SMAN 5 Banda Aceh. *Prosiding Seminar Nasional ...*, 43–48. <http://www.jurnal.unsyiah.ac.id/SNP-Unsyiah/article/view/6884>
- Rahmawati, L., Suharni, S., Ambulani, N., Febrian, W. D., Widyatiningtyas, R., & Rita, R. S. (2024). Pemanfaatan Aplikasi Canva Dalam Penyusunan Media Pembelajaran Berbasis Teknologi. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 5(1), 129–136.
- Ratna, E. D. (2018). Metode Pembelajaran Modern Dan Konvensional Pada Sekolah Menengah Atas. *Pembelajar: Jurnal Ilmu Pendidikan, Keguruan, Dan Pembelajaran*, 2(1), 44–52.
- Rebon, L. B., & Birsyada, I. (2023). STRATEGI MENINGKATKAN MINAT DAN PRESTASI BELAJAR SEJARAH SISWA MATA PELAJARAN ILMU PENGETAHUAN SOSIAL PADA SISWA KELAS VIII B SMP NEGRI 11 YOGYAKARTA TAHUN AJARAN 2022/2023 MELALUI PERMAINAN KARTU. *Historical Studies Journal*, 5(2), 1–17.
- Sandong, A. E., Said, F. N., & Magdalena, I. (2023). Analisis Kebutuhan Instruksional Dan Pengembangan Tujuan Instruksional Umum Dalam Konteks Peningkatan Efektivitas Pembelajaran. *Sindoro Cendekia Pendidikan*, 1(6), 10–20. <https://doi.org/10.9644/scp.v1i1.332>
- Sanjiartha, I. G. D., Suwindia, I. G., & Winangun, I. M. A. (2024). Peran literasi sains dalam membentuk generasi berfikir kritis dan inovatif: kajian literature review. *Education and Social Sciences Review*, 5(2), 120. <https://doi.org/10.29210/07essr499900>
- Sapitri, S., & Suriani, A. (2025). Efektivitas Media Pembelajaran Interaktif dalam Meningkatkan Minat Belajar Siswa SD. *Pragmatik: Jurnal Rumpun Ilmu Bahasa Dan Pendidikan*, 3(3). <https://journal.aspirasi.or.id/index.php/Pragmatik>
- Sari, maya kartika. (2016). PENGARUH MEDIA PETA INTERAKTIF TERHADAP PEMAHAMAN DAN HASIL BELAJAR SISWA PADA MATA PELAJARAN IPS KELAS IV SD. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 4(01), 65–78. <https://doi.org/10.25273/pe.v4i01.307>
- Sopian, A. (2016). Tugas, Peran, Dan Fungsi Guru Dalam Pendidikan. *Raudhah Proud To Be Professionals : Jurnal Tarbiyah Islamiyah*, 1(1), 88–97.
- Sudibyo, S., Kurniawati, K., & Abrar, A. (2025). Pengembangan Pembelajaran Sejarah Berbasis Infografis dalam Meningkatkan Pemahaman dan Motivasi Belajar Siswa. *Jurnal Humanitas: Katalisator Perubahan Dan Inovator Pendidikan*, 11(1), 19–38. <https://doi.org/10.29408/jhm.v11i1.28207>
- Sumintho. (2023). Pembelajaran Sejarah di Era Digital: Antara tantangan dan Peluang. *Journal of Education and Learning Sciences*, 3(1), 1–10. <https://doi.org/10.56404/jels.v3i1.39>
- Supriadi, Sani, A., & Setiawan, I. P. (2020). Integrasi Nilai Karakter dalam Pembelajaran Keterampilan Menulis Siswa. *YUME : Journal of Management*, 3(3), 84–93. <https://doi.org/10.2568/yum.v3i3.778>
- Surahmawan, A. N. I., Arumawati, D. Y., Palupi, L. R., Widyaningrum, R., & Cahyani, V. P. (2021). Penggunaan Media Wordwall sebagai Media Pembelajaran Sistem Pernafasan Manusia. *Pisces*, 1(1), 95–105.
- Susetyo, S. (2020). Permasalahan Implementasi Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia FKIP Universitas Bengkulu. *Seminar Nasional Pendidikan Bahasa Dan Sastra*, 1(1), 29–43.
- Tarmidzi, Tresnawati, N., & Oktaverina, M. I. (2024). Desain Media Pembelajaran Interaktif Berbasis Powerpoint & Ispring Terhadap Kemampuan Berpikir Kreatif Siswa Kelas VI. *Caruban: Jurnal Ilmiah Pendidikan Dasar*, 7(2), 64–77.
- Trismayanti, S. (2019). Strategi Guru dalam Meningkatkan Minat Belajar Peserta Didik di Sekolah Dasar. *Al-Ishlah: Jurnal Pendidikan Islam*, 17(2), 1–18.

- ulfa, J. s. (2018). Peranan Guru Dalam Upaya Meningkatkan Motivasi Belajar Siswa Di Mts Mazaakhirah Baramuli Kelas Viii Pinrang. *Cochrane Database of Systematic Reviews*, 2018(11), 1–23. <http://ejournal.iainpare.ac.id/index.php/latihan/article/view/1709%0Ahttp://doi.wiley.com/10.1002/14651858.CD009115.pub3>
- Uri Uswatun Khasanah. (2022). *PENGARUH MEDIA PEMBELAJARAN TERHADAP MINAT BELAJAR PADA MATA PELAJARAN PAI SISWA KELAS V SD N 01 BATANGHARJO. 8.5.2017*, 2003–2005.
- Wahyuni, N. (2015). PENGARUH PENGGUNAAN MEDIA PEMBELAJARAN, MINAT BELAJAR, DAN LINGKUNGAN KELUARGA TERHADAP PRESTASI BELAJAR SEJARAH SISWA KELAS X DI MAN BALIKPAPAN. *Jurnal Penelitian Dan Pendidikan IPS*, 9(3).
- Yasin, I. (2021). Problem Kultural Peningkatan Mutu Pendidikan di Indonesia: Perspektif Total Quality Management. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 2(3), 239–246. <https://doi.org/10.54371/ainj.v2i3.87>