El Midad : Jurnal Jurusan PGMI
p-ISSN 2087-8389 e-ISSN 2656-4289
website : http://journal.uinmataram.ac.id/index.php/elmidad
Vol. 17 No. 2 Agustus 2025
p. 231-243
email : elmidadpgmi@uinmataram.ac.id

THE CREATIVITY AND INDEPENDENCE OF STUDENTS THROUGH EDGEPLAY MATE MEDIA IN ELEMENTARY SCHOOL

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ABSTRACT

This study aims to improve the creativity and independence of 5th-grade students of SDN 2 Karangan in science by applying game-based learning media, Eduplay Mate. The method used is the Classroom Action Research (CAR) model, by Kemmis and McTaggart, which consists of four stages: planning, implementation, observation, and reflection. The study subjects were 29 5th-grade students of SDN 2 Karangan. Data collection techniques were collected through observation, interviews, documentation, and questionnaires. Data analysis used qualitative descriptive techniques. The study results showed that using Eduplay Mate can improve students' creativity and independence. As many as 75% of students showed increased creativity and independence based on the results of observations and questionnaires. In addition, 80% of students responded positively to Eduplay Mate-based learning. In conclusion, Eduplay Mate is efficacious in improving students' creativity and independence in science.

Keywords: Eduplay Mate, Creativity, Independence, IPAS

INTRODUCTION

21st-century education requires students to have various important skills, including creativity and independence in learning. As a century of openness (the era of openness), the 21st century is characterized by waves of information and technology that make human life increasingly complex. This is because the world is moving from industry to a knowledge-based economy (knowledge of work), which requires efforts to develop human resource capabilities through self-accustoming and meet basic demands in various fields, including education (Isma et al., 2023). In other words, this change raises new demands in the world of education with a change in the educational paradigm where 21st-century education has a primary role in preparing students to be able to contribute to the world of work and be able to play a role in community life, because education has four universal roles in playing a civilization of society according to Trilling & Fadel (in Puspa et al., 2023), namely; (1) empowering human resources to play an active role in contributing to society and work; (2) training and developing talents in each individual; (3) fulfilling civil responsibilities and; (4) preserving the values and traditions

of each individual. This 21st-century education has also begun to be implemented in the Independent Curriculum.

The currently implemented Independent Curriculum emphasizes more flexible, fun, exploration-based, and project-based learning to foster students' creativity and independence (Ministry of Education and Culture, 2022). The independent curriculum is a flexible curriculum based on character, competence, and creativity set by the government starting in 2022/2023 at the elementary and secondary education levels. This curriculum has been implemented in stages through several driving school programs with specific schools ready to implement it independently: independent learning, change, and sharing.

One of the expected characteristics of the independent curriculum is creativity. Creativity allows students to think innovatively and find new solutions to problems, while independence encourages them to learn on their own initiative without relying entirely on teacher direction. These two aspects are key in preparing an adaptive and competitive generation in the era of globalization (Maulana, 2020). In education, creativity can be translated as the ability of students to process information, think divergently, and find unique solutions to a problem (Maulana, 2020). According to Hargreaves (2020), creativity can be developed through various methods, such as project-based learning, interactive discussions, and digital media that support exploration and experimentation.

The second characteristic expected in the Independent Curriculum is independence. In basic education, learning independence is very important because it forms the character of children who do not give up easily, have the initiative to explore knowledge, and have a sense of responsibility for the tasks given (Deci & Ryan, 2017). Student independence is the ability of students to manage their learning process without relying too much on the help of others. This independence includes cognitive, affective, and psychomotor aspects, where students can independently determine learning goals, organize strategies, and evaluate learning outcomes. According to Driyarkara (2019), learning independence involves awareness, initiative, and responsibility in completing academic tasks. Factors influencing student independence include intrinsic motivation, a supportive learning environment, and parenting patterns that allow children to make decisions.

However, its implementation has many challenges or problems in education. Educational problems cannot be underestimated, considering their broad impact on the development of society and the country. One of the main challenges in education today is developing students' creativity and independence (Andika et al., 2023). One of the main challenges is the implementation of learning models that are less varied and tend to be conventional. Hence, they are less able to facilitate the development of student creativity. This aligns with Wulandari, Mawardi, and Wardani's (2019) findings, which state that implementing conventional learning models causes low student creativity. In addition, the lack of interest and motivation in learning for students is also an obstacle to developing creativity and independence. Vera, Mawardi, and Astuti (2019) found that the problem of creativity and independence of grade V elementary school students was caused by the lack of student interest in learning and the implementation of teacher-centered learning. Other contributing factors are the lack of appropriate learning media and students' difficulties in understanding learning materials, as expressed by Mashitoh, Sukestiyarno, and Wardono (2021). Therefore, educators need to apply innovative and varied learning models, such as project-based learning, to increase students' creativity and learning motivation.

Based on the results of observations that have been conducted in class 5 of SD Negeri 2 Karangan during PPL 2, it is seen that student participation in the learning process is less than optimal. Students tend to be passive by only taking the role of listeners when the teacher delivers learning materials. Then, some students daydream or fall asleep when the teacher is explaining. During Mathematics and Science subjects, students are seen to be less creative and independent in learning. They tend to be passive in completing assignments, waiting for detailed teacher instructions, and less brave in expressing their ideas or opinions. In addition, when given problem-solving questions, many students struggle to think critically and find solutions independently. This lack of independence can also be seen in the habits of students who still depend on friends or teachers to understand the material.

Therefore, creative and innovative learning media are needed to increase student involvement in the learning process. Engaging learning media, such as concrete teaching aids, interactive videos, or educational games, can help students understand concepts more deeply and increase their motivation to learn. In addition, the application of

technology in learning, such as educational applications or interactive digital platforms, can encourage students to be more active in exploring the material independently.

With appropriate learning media, students gain a more enjoyable learning experience and are encouraged to think critically and creatively when solving problems. Teachers are also important in designing and implementing media that suits students' needs and characteristics to make the learning process more effective and meaningful (Syarif, 2022). Thus, it is hoped that students' creativity and independence can develop optimally, allowing them to become active, confident learners and be able to face challenges in the future.

Several studies show that innovative learning media can increase student engagement in the learning process. One effective medium is educational board games, which make learning more fun and encourage the development of various important skills (Gee, 2017). Maryanti et al. (2021) developed a board game media based on the traditional stilts game for elementary school students. They found that this media helped students gain direct experience in the learning process, thereby overcoming learning difficulties, especially in number line material. In addition, Wulandari (2023) developed board game media in mathematics lessons to improve critical thinking skills in elementary schools. The results of the study showed that this media was effective in increasing students' active participation and their critical thinking skills. Thus, board games as a learning medium can be a solution to support a more interactive and meaningful learning process.

Eduplay Mate is a board game-based learning media designed to improve students' creativity and independence. Eduplay Mate offers an interactive and fun learning approach by integrating games and educational elements. This is supported by research conducted by Mufidah (2022), which shows that using the Wortelmatika board game media effectively improves the ability to recognize numbers and basic arithmetic operations in grade 1 elementary school students. This shows the potential of board games as a practical learning medium at various grade levels. Then, the results of Bandura's research (2018) state that game-based learning can increase students' motivation and confidence in completing academic tasks. In addition, Hattie (2019) also emphasized that game-based learning methods have a significant impact on student learning outcomes compared to conventional methods.

Eduplay Mate, as an interactive learning medium, can be an alternative to overcome this problem. With board game features that allow active exploration and interaction, Eduplay Mate can help students develop their creativity in a more fun and meaningful way (Prensky, 2021). Eduplay Mate offers an approach that can encourage student independence in learning. By providing various challenges and board-based games integrated with technology, this media allows students to explore the material independently, complete various challenges according to their abilities, and get direct feedback on their efforts (Gee, 2020). This can increase students' confidence and build strong intrinsic motivation to continue learning and developing (Pink, 2019).

Eduplay Mate, a learning media in the form of a board game integrated with technology, offers an effective solution to increase student engagement in learning and help them develop creative and independent thinking skills. Education in Indonesia hopes to advance and produce a creative, independent generation ready to face future challenges by continuing to develop innovative and technology-based learning methods.

LITERATURE REVIEW

Learning creativity is the ability of students to generate new ideas, concepts, and solutions in learning. Creativity helps solve problems and develops a broader understanding of a concept (Mulyati, 2019). In addition, creativity is closely related to learning independence, which allows students to avoid being too dependent on teacher direction.

Each student has different creativity, so indicators are needed to measure it. Indicators of creativity include imagination, initiative, curiosity, courage to take risks, and freedom of thought. According to Yuswatiningsih (2017), creativity can also be seen in fluency, flexibility, and the ability to produce original ideas. Based on expert opinion, this study uses indicators: high curiosity, imagination, daring to take risks, openness to new things, and the ability to solve problems.

Learning independence refers to students' attitudes and abilities in managing their learning, including setting learning goals, seeking information, and evaluating learning outcomes. In the context of science learning, interactive media such as Eduplay Mate can increase students' creativity and independence. This media provides a fun

learning experience and encourages students to think critically and independently in solving learning challenges.

According to Diana et al. (2020), indicators of learning independence include independence from others, self-confidence, discipline, having a sense of responsibility, behaving on one's own initiative, and exercising self-control. Meanwhile, Eti Nurhayati (2016) added a professional attitude, high motivation, perseverance, and self-confidence. Based on this opinion, this study determines the indicators of learning independence as self-confidence, discipline in learning, responsibility in learning, and never giving up.

Science learning is a combination of Natural Sciences (IPA) and Social Sciences (IPS) subjects at the elementary/Islamic elementary school level that already uses the independent curriculum. The main objective of Science is for students to develop critical, creative, and scientific thinking skills in understanding natural phenomena and social problems around them. The Independent Curriculum designs Science learning to encourage students to become independent learners, think analytically, and care about the environment. This subject also aims to foster students' curiosity about the wider world and encourage them to find solutions to problems around them.

Eduplay Mate is an innovative learning media that combines Education (Edu), Play (Game), and Mate (Friend or Learning Companion). This concept can be applied in the form of interactive educational games that make learning more fun and effective. Eduplay is a game that can help the learning process become more exciting and creative and is used to teach or expand knowledge through engaging media (Widisari et al., 2019). Display Mate has various features that allow teachers to create learning experiences that are fun and effective.

METHODOLOGY

This study uses the Classroom Action Research (CAR) method of the Kemmis and McTaggart model with four main stages in each cycle: planning, implementing actions, observation, and reflection. The study uses the Contextual Responsive Teaching (CRT) learning method using game learning media in Eduplay Mate. The study subjects were 29 students from grade 5 of SDN 2 Karangan, consisting of 15 female students and 14 male students. Data were collected through observation, documentation, and questionnaires, then analyzed descriptively and qualitatively. The study was conducted

in the eighth semester, and the subjects were Science and Culture Around Me. The data collected in this study were obtained from the observations carried out during the implementation of the cycle when learning took place in the classroom. To measure the validity of the data, this study used source, technique, and time triangulation.

This research is said to be successful if the research success indicator reaches 75% of students showing increased creativity based on the results of observations and Eduplay Mate-based assignments, 75% of students get creativity scores in the sound or outstanding category based on the results of assignment assessments, 75% of students show learning independence based on questionnaires and observations, and 80% of students give a positive response to Eduplay Mate-based learning.

RESULT AND DISCUSSION

This classroom action research was conducted by applying Eduplay Mate media for science learning for SD Negeri 2 Karangan fifth-grade students in the 2024/2025 academic year, which included two cycles. The class used in this study was fifth grade, consisting of 29 students. The topic chosen was Culture Around Me. Using Eduplay Mate learning media to increase creativity and independence can be measured using an observation sheet.

Before conducting classroom action research, the researcher conducted observation activities in the initial conditions. To measure the initial abilities of students, the researcher gave pretest questions to students to measure initial abilities. Students were asked to work on the questions. The data obtained from the pretest in science learning can be seen in Table 1 below:

Table 1. Pretest result

No	Completeness	Amount	Average	High score	Low score
1	Complete	15	72,4	90	30
2	Not complete	14			

Based on the results of Table 1, it can be seen that the initial abilities of grade V students of SD Negeri 2 Karangan are still many, with a total of 14 students who have not achieved completion. Meanwhile, students who have achieved completion are 15 students. After conducting a pretest, the researcher delivered material on the Culture in the Surrounding Area using the prepared teaching aids, namely Eduplay Mate. Students

are divided into four groups of 7-8 members. Each group appoints one person as a pawn while the others position themselves around the Eduplay Mate. In the Eduplay Mate game, each stage has several zones in the form of an information zone, a challenge zone, a bonus and punishment zone, and a traditional game zone. In cycle I, learning was carried out using board game media in the form of Eduplay Mate. The results of observations of cycle I on student creativity can be seen based on the observed aspects shown in Table 2 below.

Table 2. Creativity tes result

No	Indicator	Score	Criteria
1	Students' curiosity	2	Cukup
2	Students' ability to imagine	1	Kurang
3	Students' courage in taking risks, such as trying new strategies	2	Cukup
4	Students can adapt to changes in new things	2	Cukup
5	Students can solve problems	2	Cukup

Note:
$1 \leq \underline{x} \leq 2$ = not good
$2 < \underline{x} \leq 3$ = good enough
$3 < \underline{x} \leq 4$ =good
$4 < \underline{x} \leq 5$ = very good

Based on the data in Table 2, it can be seen that the results of observations on student creativity show that the average creativity score is still lacking, with a value of 1.8. Students still show a low sense of curiosity, with a score of 2, indicating they are still hesitant to ask questions. Students' ability to imagine is also still low, with a score of 1, which means that they have not been able to develop unique strategies in the game and relate them to real life. Students' courage in taking risks, ability to adapt, and ability to solve problems are in the sufficient category with a score of 2, which indicates that students are still less brave in trying new strategies and still need teacher guidance in completing challenges in the game. The results of the cycle I observations on student independence can be seen based on the observed aspects shown in Table 3 below:

Table 3. Results of Student Independence in Cycle I

No	Indicator	Score	Criteria
1	Student self-confidence	2	Cukup
2	Student discipline in learning	2	Kurang
3	Responsible for learning	2	Cukup
4	never give up	2	Cukup

Note:
$1 \leq \underline{x} \leq 2$ = not good
$2 < \underline{x} \leq 3$ = good enough
$3 < \underline{x} \leq 4$ =good
$4 < \underline{x} \leq 5$ = very good

Meanwhile, in terms of learning independence, the observation results show that students have a level of independence that still needs to be improved, with an average

score of 2 or a sufficient category. Students' self-confidence is still low, as evidenced by the fact that some students hesitate to express their opinions and feel panicked when given more complex questions. Discipline in learning is also less than optimal, as seen from the fact that there are still students who are inconsistent in following the rules of the Eduplay Mate game. In addition, students also show a lack of responsibility in completing assignments because there are still some who do not complete the tasks given. However, in terms of never giving up, students have begun to show efforts in completing assignments, although the results are still not optimal.

Based on the reflection of cycle I, there are still several learning obstacles, such as students' lack of courage in expressing opinions, low ability to develop unique game strategies, and limited skills of students in solving more complex problems. In addition, in terms of independence, students are still less responsible in completing assignments and are not fully disciplined in learning. In cycle II, improvements will be made to overcome these obstacles by adding flashcards as visual aids and increasing the number of information cards in the Eduplay Mate information zone so that students understand the material better and are more confident in playing and discussing. The results of cycle II observations on student creativity can be seen based on the observed aspects shown in Table 4 below.

Table 4. Creativity tes result cycle 11

No	Indicator	Score	Criteria
1	Students' curiosity	4	Very good
2	Students' ability to imagine	3	good
3	Students' courage in taking risks, such as trying new strategies	3	good
4	Students can adapt to changes in new things	4	Very good
5	Students can solve problems	3	good
	Score amount	17	
	Average	3,4	good

Note:
$1 \leq \underline{x} \leq 2$ = not good
$2 < \underline{x} \leq 3$ = good enough
$3 < \underline{x} \leq 4$ =good
$4 < \underline{x} \leq 5$ = very good

Based on the data in Table 4, there is a significant increase in the creativity aspect of students. Students showed an increase in curiosity (score 4 - excellent), courage to try new strategies (score 3 - good), and the ability to adapt to change (score 4 - perfect). The average creativity score reached 3.4, which is included in the good category. Then, the results of observations in cycle II on student independence experienced a significant

increase. This can be seen based on the aspects of independence observed and shown in Table 5 below.

Table 5. Results of Student Independence in Cycle II

No	Indicator	Score	Criteria
1	Student self-confidence	4	good
2	Student discipline in learning	3	Very good
3	Responsible for learning	3	Very good
4	never give up	4	good
	Score amount	14	
	Average	3,5	Good

Note:
$1 \leq \underline{x} \leq 2$ = not good
$2 < \underline{x} \leq 3$ = good enough
$3 < \underline{x} \leq 4$ =good
$4 < \underline{x} \leq 5$ = very good

Meanwhile, based on the data in Table 5 above, it can be seen that the independence aspect has also increased. Students are more confident in expressing their opinions (score 4 - very good), more disciplined in learning (score 3 - good), and show an attitude of never giving up (score 4 - perfect). The average independence score reached 3.5, also in the good category.

The results of the actions in cycle II showed a significant increase compared to cycle I. Applying Eduplay Mate media combined with flashcards proved more effective in helping students understand the material on Culture Around Me. Most students could complete the challenges in the game more bravely, creatively, and independently. Based on the results of observations, students appeared to be increasingly active in learning and were able to work together better. With the increase in creativity and independence of students, as well as the reduction in obstacles in the implementation of learning, no further corrective actions were needed. Cycle II can be successful, and learning with Eduplay Mate can be used to increase students' motivation and thinking skills.

This increase in creativity and independence shows that the game-based learning method through Eduplay Mate has positively impacted students. A more interactive and challenge-based learning atmosphere encourages students to think creatively, explore new ideas, and develop problem-solving strategies. In addition, this learning also helps students to be more independent in making decisions, completing assignments without relying too much on teachers, and increasing self-confidence in facing academic and

social challenges. Students become more active in asking questions, dare to try different approaches and show an attitude of never giving up when solving various problems.

This increase aligns with Mundariyah's research (2019), which states that the game-based learning model can increase children's creativity and independence through a more enjoyable and meaningful learning experience. This is also reinforced by Yanti's research (2017), which revealed that innovative learning strategies based on educational games can improve critical thinking skills and build students' learning independence. Thus, the application of Eduplay Mate in learning not only improves academic understanding of concepts but also forms the character of students who are more creative, independent, and ready to face challenges in the future.

CONCLUSION

Based on the results of the research conducted in class V, SD Negeri 2 Karangan, it can be concluded that the use of Eduplay Mate media has proven effective in increasing the creativity and independence of class V students, especially in the subject of Science with the material "My Region My Pride." Based on the observation results, there was a significant increase in both aspects. In cycle I, creativity got an average creativity score of 1.8, which is included in the category of less good, and student independence is still included in the category of sufficient, namely getting an average score of 2. This indicates the need for improvements. However, after improvements were made in cycle II, students showed better development with an average creativity score of 3.4 and independence of 3.5, reaching the good category.

This increase can be seen from the increasing sense of curiosity, the ability to imagine, the courage to try new strategies, and the increase in self-confidence, discipline, and responsibility. This shows that Eduplay Mate-based learning has created a more interactive learning atmosphere and motivated students to be more independent, creative, and active. Thus, Eduplay Mate game-based learning is an effective strategy to improve the quality of learning, especially in terms of students' creativity and independence. The application of this media can positively impact students' academic aspects and character development.

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