



Application of the Discovery Learning Method to Build Understanding of 4th Grade Students at MI Nurul Qodir Gunggungan Lor Regarding the History of Prophet Muhammad SAW's *Da'wah* and His Companions Through Exploration of the "Mystery Ludo" Educational Tool.

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Abstract: The discovery learning method is a learning approach that involves students in the process of discovering concepts through active exploration. In the context of learning the history of Prophet Muhammad SAW's *Da'wah* and his Companions, this method can be implemented using an educational tool in the form of a "Mystery Ludo" game. This game is designed to help students understand the *da'wah* journey, the challenges faced by the Prophet and his Companions, and the Islamic values contained in that history. In "Mystery Ludo," students will explore various important situations and events in the history of *da'wah*, while developing critical and creative thinking skills. Through this activity, students not only learn passively but also engage in the process of discovery and reflection on the subject matter. With an interactive and enjoyable approach, it is hoped that students' understanding of the history of *da'wah* can be deeper and more meaningful.

Keywords: Discovery learning method, history of *da'wah*, Prophet Muhammad SAW, Companions, Mystery Ludo, educational tool, interactive learning, student understanding.

INTRODUCTION

The primary goal of learning the history of Prophet Muhammad SAW's *da'wah* and his Companions is to provide a deeper understanding of their struggle in spreading Islamic teachings. To achieve this goal, a learning approach is needed that not only relies on conventional lecture methods but also actively involves students. One relevant method is discovery learning, which allows students to construct their own knowledge through exploration and direct experience. Through the application of an educational tool in the form of the Mystery Ludo game, students can engage in interactive and enjoyable learning while exploring various important events in *da'wah* history. This method not only aims to

increase students' understanding of Islamic history but also to develop critical thinking and collaboration skills in solving the challenges presented in the game.

The expectation of applying the discovery learning method with Mystery Ludo is that students can understand the historical context of *da'wah* in a deeper and more meaningful way. This experiential learning is expected to overcome challenges often faced in history learning, such as boredom and difficulty in understanding the context of historical events. In addition, this method also has the potential to increase student motivation, as they are invited to actively participate in solving problems related to the journey of Islamic *da'wah*. However, potential obstacles include differences in student motivation and readiness in accepting this new learning method. Therefore, continuous evaluation and adjustment are needed so that learning can run optimally.

The expectation of implementing this method is that students will not only memorize historical facts but also be able to delve into a deeper understanding of the meaning of the *da'wah* struggle carried out by Prophet Muhammad SAW and his Companions. Through the Mystery Ludo game, students will directly experience interacting with historical challenges and the dynamics that occurred during the *da'wah* period, so they can more easily understand the social, cultural, and religious context of that time. In addition, it is hoped that this learning can improve students' social and critical thinking skills in dealing with various problems faced by figures in Islamic history.

However, the reality faced is the possibility of students having difficulty understanding the historical context or adapting to the new learning method. In addition, not all students may have the same level of motivation in learning history, so a more inclusive and engaging approach is needed for all students.

As a solution to overcome these challenges, this proposal suggests implementing Mystery Ludo as an educational tool in learning the history of Prophet Muhammad SAW's *da'wah* and his Companions. Through this game, students will be invited to explore important events in the history of *da'wah* in a fun and interactive way. This activity will be complemented by group discussions to encourage reflection and deeper understanding of each event that occurs. It is hoped that through this method, students can better understand the history of *da'wah* in a fun way, while developing critical thinking, collaboration, and analytical skills needed in everyday life.

I recall we have previously discussed the learning method of discovery learning and the implementation of Ludo Misteri .

METHODS

The data sources in this study consist of two main types of data: primary data and secondary data. Primary data was obtained through direct observation of the implementation of learning using the discovery learning method with the Mystery Ludo educational tool. Observations were conducted in classrooms teaching the history of Prophet Muhammad SAW's *da'wah* and his Companions, where students actively participated in the game. In addition, interviews with teachers and students were conducted to gain a deeper understanding of their perceptions of this method, the challenges faced, and its effectiveness in improving student understanding. These interviews provided insights into how students respond to more interactive and experiential learning.

In addition to primary data, this study also collected secondary data from various relevant literature. This secondary data includes history books that discuss the *da'wah* of Prophet Muhammad SAW and his Companions, scientific articles, and journals that discuss the application of the discovery learning method in the context of history education. Previous research that utilized educational tools in history learning was also used as a reference to see if the results obtained were similar to the findings in this study. Thus,

secondary data sources will provide a broader and deeper context related to the theories underlying the use of this learning method.

Data Analysis

The data analysis in this study combines qualitative and quantitative approaches to obtain comprehensive results. For qualitative data, descriptive analysis was used to describe in detail the learning process that occurred, including the interaction between students and teachers and the educational tools used, as well as how students experience and understand the history of *da'wah* material. Data from observations, interviews, and field notes were analyzed to identify key themes, such as student involvement in the game, their understanding of events in *da'wah* history, and the challenges they faced in the learning process. These findings will provide an in-depth picture of the learning dynamics and student involvement.

For quantitative data, descriptive statistical analysis was used to measure the effectiveness of the discovery learning method with Mystery Ludo in improving students' understanding of historical material. Tests or quizzes given to students before and after learning were used to measure changes in their understanding. The results of these tests will be analyzed to see if there is a significant increase in the understanding of *da'wah* history, especially regarding key figures such as Prophet Muhammad SAW and his Companions. By comparing scores before and after learning, it can be determined whether the method applied has a positive impact on students' understanding of the material

RESULTS

Observation results indicate that the implementation of the discovery learning method with the Mystery Ludo educational tool in teaching the history of Prophet Muhammad SAW's *da'wah* and his Companions successfully increased student engagement significantly. Most students appeared more enthusiastic and active during the learning process, in contrast to their previous tendency to be passive when using the lecture method. In the Mystery Ludo game, students were divided into small groups and given challenges in the form of questions related to important historical events in the *da'wah* journey. Each group worked together to solve problems related to *da'wah* history, which encouraged them to discuss and think critically. This proved to strengthen their understanding of the meaning of these events, as they not only memorized facts but also explored the processes and challenges faced by Prophet Muhammad SAW and his Companions.

Through observation, it was found that this game-based learning also encouraged increased interaction between students and teachers. The teacher acted as a facilitator providing guidance or clarification, while students actively asked questions or discussed the material they encountered in the game. This created a more collaborative and interactive learning environment, where students felt more comfortable expressing their opinions. During the game, students showed a greater curiosity about *da'wah* history, asking more questions about the social, cultural, and challenges faced by key figures in Islamic history.

In addition, most students expressed that they felt more interested and motivated to learn history after implementing the Mystery Ludo game. They felt that this method was much more fun and not boring, especially compared to conventional learning methods that tend to be monotonous. Some students admitted that they found it easier to remember historical information because the game linked theoretical knowledge with practical experience. This success was also evident in the increased student attention during the learning process, which was more focused and less distracted, allowing them to absorb the material better.

The data collected also showed that this method successfully improved students' critical thinking skills. In the process of playing, students were required to solve problems and make decisions based on the information they obtained, which encouraged them to think more deeply about various aspects of history. Group interaction in the game also taught them social skills, such as cooperation, communication, and task sharing, which are very useful in their character development.

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Further observation showed that this game-based learning encouraged increased interaction between students and teachers. The teacher acted as a facilitator providing guidance or clarification, while students actively asked questions or discussed the material they encountered in the game. This created a more collaborative and interactive learning environment, where students felt more comfortable expressing their opinions. In the game, students appeared more focused and more able to connect historical facts with a deeper understanding of the Islamic values contained in *da'wah* history.

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Measurement	Before Learning (Pre-test)	After Learning (Post-test)	Change
Average Student Score	60	85	+25
Percentage of Students Understanding the Concept of <i>Da'wah</i> History	50%	85%	+35%
Student Engagement Level (Active in Discussions & Games)	55%	90%	+35%
Critical Thinking Ability	55%	80%	+25%

Table of Improvement in Student Understanding

The table above demonstrates a significant improvement in the understanding of *da'wah* history, student engagement, and critical thinking skills after implementing learning using Mystery Ludo.

Table Analysis:

From the table above, it can be seen that there is a significant increase in several aspects that were measured. The average student score increased by 25 points after learning using Mystery Ludo. This reflects that students not only understand more information about the history of Prophet Muhammad SAW's *da'wah* and his Companions but are also able to relate that knowledge in a broader context. In addition, the percentage of students who understand the concept of *da'wah* history also increased rapidly, from

50% to 85%, indicating that this method successfully deepened their understanding. The greatest increase was seen in the level of student engagement, which increased from 55% to 90%, indicating that students were more active in discussions and problem-solving during the game. Students' critical thinking skills also experienced a significant increase, which reflects the effectiveness of Mystery Ludo in teaching students to analyze and think more deeply about historical events. Overall, the implementation of the discovery learning method with the Mystery Ludo educational tool has proven successful in increasing motivation, engagement, and understanding of *da'wah* history among students. Overall, these findings indicate that the implementation of discovery learning with the Mystery Ludo educational tool is very effective in creating more dynamic and enjoyable learning, as well as increasing students' understanding of the history of Prophet Muhammad SAW's *da'wah* and his Companions. This experience-based learning has a positive impact on increasing student learning motivation and a deeper understanding of the historical material being taught.

Data verification was carried out to ensure the validity and reliability of the findings obtained during the implementation of the discovery learning method with the Mystery Ludo educational tool. The first step in data verification was to compare student test results before and after learning, which included pre-tests and post-tests. The data obtained from these tests showed a significant increase in student understanding of the history of Prophet Muhammad SAW's *da'wah* and his Companions. Before the implementation of learning using this method, the average student scores showed a relatively limited understanding, with an average score of around 60. However, after learning based on Mystery Ludo, the average student score increased to 85, which indicates a deeper understanding of the material taught.

In addition, verification was also carried out through analysis of classroom observations during the learning process. Observations showed that most students showed a high level of engagement in the Mystery Ludo game. They were seen actively discussing, solving problems related to *da'wah* history, and more enthusiastic about following each stage of the game. In group discussions, students also demonstrated a better understanding of the historical context being discussed, because they could directly relate theory to playing experience. This confirms that game-based discovery learning methods can increase student engagement and understanding, which may have been more limited in traditional learning.

Data verification was also carried out through interviews with students and teachers to gain further perspectives on the effectiveness of this method. The majority of students expressed that they felt more motivated and interested in learning history after participating in game-based learning. Some students even stated that they found it easier to remember the events of *da'wah* history because they were directly involved in problem-solving through games. Teachers involved in this research also noted positive changes in the classroom atmosphere, with students asking more questions and discussing the material being taught. The teachers felt that this method successfully created a more interactive and enjoyable learning environment, which not only increased student understanding but also reduced boredom in history learning.

As a final step, data verification also included checking the level of consistency between the results of observations, interviews, and quantitative data obtained from the tests. All data collected leads to the same conclusion: the discovery learning method with the Mystery Ludo educational tool successfully improved the understanding of *da'wah* history and student learning motivation. The significant increase in test scores, level of engagement, and interviews with students and teachers provide strong evidence regarding the effectiveness of this method. Thus, data verification shows that the implementation of this method not only successfully improves historical understanding but also creates a more enjoyable and meaningful learning experience for students.

Data validation was carried out to ensure the accuracy and consistency of the results obtained from the implementation of the discovery learning method using the

Mystery Ludo educational tool in teaching the history of Prophet Muhammad SAW's *da'wah* and his Companions. The first step in data validation was an analysis of the comparison of pre-test and post-test results. Based on quantitative data, there was a significant increase in the average student score. Before implementing this method, the average student score on the pre-test only reached 60, which indicates that their understanding of *da'wah* history material was still relatively low. However, after Mystery Ludo game-based learning, the average student score increased to 85, a significant increase, indicating that students gained a deeper and more structured understanding of *da'wah* history.

Furthermore, validation was also carried out through more in-depth classroom observations. Observations showed that during the Mystery Ludo game, students were actively involved in group discussions, working together to solve problems, and answering questions related to *da'wah* history more enthusiastically. This process showed an increase in student engagement, who were previously more passive when using conventional lecture methods. The interactions that occurred during the game were not limited to understanding historical material but also included the development of social skills, such as communication and cooperation between students. This validation reinforces the assumption that game-based learning encourages students to be more active and open in critical thinking and discussion.

Data validation also included interviews with students and teachers, which provided a deeper perspective on the impact of this learning method. Students stated that they felt more interested and motivated to learn history after using Mystery Ludo. Some students revealed that they found it easier to remember *da'wah* historical events because they could relate theoretical knowledge to fun gaming experiences. They also felt that this method made material that initially felt difficult easier to understand. Teachers involved in this process also provided positive feedback, stating that this learning brought a more lively atmosphere into the classroom and encouraged students to be more active in learning.

In addition, the validation results also revealed that the implementation of this method showed a positive impact on students' critical thinking skills. In the Mystery Ludo game, students are challenged to analyze situations and make decisions based on the information they obtain during the game. By relating historical facts to situations in the game, students are encouraged to think more deeply about *da'wah* historical events. They not only memorize information but also learn to explore and reflect on the meaning of these events. This was proven through increased scores in the critical thinking tests given at the end of the learning session.

Data validation also included an analysis of student responses regarding the effectiveness of learning. Most students felt more confident in expressing their opinions after participating in the Mystery Ludo game. They felt that this game gave them the opportunity to interact with classmates and teachers more freely, without fear of making mistakes. This method helps students overcome obstacles in public speaking and build self-confidence. In addition, their ability to cooperate and complete group assignments also increased, indicating that this game not only improves material understanding but also supports students' social development.

Owever, although these validation findings show positive results, there are several challenges that need attention. One of them is the time required to complete the Mystery Ludo game. Some students felt that the time given was not enough to complete the entire game properly, while others felt hampered in following the steps of the game. Therefore, it is important to plan time more efficiently so that all students can participate in the game session to the maximum. In addition, although most students enjoyed this learning, there were some students who had more difficulty adapting to the game-based learning method. This shows that game-based learning needs to be adapted to the needs and abilities of individual students so that it can be optimally accessed by all students.

Overall, data validation shows that the implementation of discovery learning with the Mystery Ludo educational tool is effective in improving the understanding of Prophet Muhammad SAW's *da'wah* history and his Companions. In addition, this method also contributes to increasing learning motivation, student engagement, and their critical thinking skills. This validation supports the conclusion that game-based learning has a positive impact not only on students' academic understanding but also on the development of their social skills and character.

The results of data validation show that the implementation of the discovery learning method with the Mystery Ludo educational tool in teaching the history of Prophet Muhammad SAW's *da'wah* and his Companions provided positive and significant results. Based on the data obtained from pre-tests and post-tests, there was an increase in the average student score of 25 points, from 60 on the pre-test to 85 on the post-test. This increase indicates that students gained a better and deeper understanding of da'wah history material after learning using this method. This validation reinforces the findings that game-based learning can improve students' understanding of material that was previously difficult to understand. In addition to quantitative data, the validation results obtained through classroom observations also showed significant changes in student engagement during the learning process. Before implementing Mystery Ludo, most students tended to be passive and less involved in history learning. However, after using the discovery learning method, students appeared more enthusiastic and actively participated in the game. They worked together in groups, discussed questions related to *da'wah* history, and showed greater engagement in each session. This observation reinforces that this game not only encourages students to be more active physically but also increases mental participation in understanding the material.

Students also showed an increase in their critical thinking skills. In the Mystery Ludo game, students are faced with challenges that require them to analyze and solve problems related to *da'wah* historical events. They not only memorize facts but also think about the context and impact of these events. Validation through interviews with students revealed that they found it easier to understand and remember historical material after going through this interactive learning process. Most students stated that they felt more motivated to learn history because this method gave them the opportunity to actively engage in learning. Teachers involved in the learning process also provided positive feedback regarding the implementation of Mystery Ludo. According to their observations, this game-based learning creates a more dynamic and enjoyable classroom atmosphere. Teachers noted that students were more interested in learning history and asked more questions about the *da'wah* historical events they were learning. The teachers also acknowledged that this method encourages students to think more critically and creatively, as well as improves their ability to work together in groups.

However, although the validation results show very positive results, there are several challenges that need to be addressed. One of them is time management in the Mystery Ludo game. Some groups of students had difficulty completing the game within a limited time, which affected the smoothness and effectiveness of learning. Therefore, there needs to be more efficient time management so that all students can participate in the game session optimally. In addition, although most students were satisfied with this game-based learning, there was a small number of students who found it difficult to adapt to the method. This shows the need for adjustments in the approach to meet the needs of different students. Overall, the results of data validation support the conclusion that discovery learning with the Mystery Ludo educational tool is effective in improving the understanding of Prophet Muhammad SAW's *da'wah* history and his Companions. This method not only improves students' academic understanding but also increases their engagement, motivation, and critical thinking skills. Although there are several challenges related to time and adaptation, this validation shows that game-based learning can be a very effective alternative for creating a more enjoyable and meaningful learning experience.

CONCLUSION

The strong findings in this research indicate that the implementation of the game-based discovery learning method using Mystery Ludo significantly improved students' understanding of the history of Prophet Muhammad SAW's *da'wah* and his Companions. This finding is supported by the significant increase in scores between the pre-test and post-test, where the average student score increased from 60 on the pre-test to 85 on the post-test. This suggests that game-based learning helps students understand difficult material in a more fun and interactive way, as well as deepen their understanding of the historical concepts taught.

Furthermore, classroom observations reinforced these findings by showing increased student engagement in learning. Students who were previously passive in history learning were seen participating more actively in the Mystery Ludo game, discussing in groups, and solving given challenges. Students also demonstrated better critical thinking skills, as they were faced with situations that required them to analyze and solve problems based on historical *da'wah* events. Interview results with students and teachers also supported these findings, with many students stating that they felt more motivated and found it easier to understand history after using this method.

These findings indicate that discovery learning with the Mystery Ludo tool not only improves material understanding but also transforms classroom dynamics into a more interactive and engaging environment. Learning that was previously considered boring and difficult is now a fun and more easily digested experience for students. Therefore, these findings confirm that the implementation of this method is very effective in creating a more active, collaborative, and enjoyable learning atmosphere, which in turn has a positive impact on students' academic outcomes.

Academic Impact The implementation of the discovery learning method with the Mystery Ludo educational tool has a significant academic impact in improving students' understanding of the history of Prophet Muhammad SAW's *da'wah* and his Companions. The main finding of this research shows a clear increase in student learning outcomes, which is reflected in the pre-test and post-test scores. The average student score increased from 60 on the pre-test to 85 on the post-test, which indicates that this game-based learning is effective in helping students understand more complex concepts in *da'wah* history.

Ludo Misteri-based learning allows students not only to memorize historical facts but also to relate this information to the broader context and historical reality they are learning. With this approach, students not only acquire information but also develop critical thinking skills. During the game, they are faced with situations that require analysis and problem-solving related to *da'wah* history. This process encourages students to think more deeply, understand the cause and effect of historical events, and see their relationship to the broader social and cultural context.

Another academic impact is the improvement of students' analytical skills and critical thinking abilities. In Mystery Ludo, students are encouraged to make decisions based on their understanding of *da'wah* history. This activity stimulates them to think logically, analyze information, and make connections between events. This ability is not only useful in history learning but can also be applied in other subjects that require critical and analytical thinking.

This method also contributes to increasing student learning motivation. Most students revealed that they felt more interested and enthusiastic about learning history after participating in this game-based learning. In a fun and interactive way, students become more involved in the learning process and feel more motivated to learn historical topics that were previously considered boring or difficult. This increase in learning

motivation is one of the main academic impacts that helps students achieve better results in exams and tests.

Overall, the academic impact of implementing the discovery learning method based on Mystery Ludo is an increased understanding of deeper historical concepts, the development of critical thinking skills, increased learning motivation, and the achievement of higher test results. This method has proven capable of creating a more effective and enjoyable learning experience, as well as facilitating students to not only remember information but also understand and apply knowledge in a broader context.

Social Contribution

The implementation of the discovery learning method with the Mystery Ludo educational tool not only has a positive impact on academic aspects but also makes a major contribution to the development of students' social skills. During game-based learning, students are invited to work together in groups, discuss, and share information about the history of Prophet Muhammad SAW's *da'wah* and his Companions. This collaboration strengthens relationships between students, increases a sense of togetherness, and teaches values such as effective communication, empathy, and social responsibility.

One of the significant social contributions is the improvement of cooperation skills. In the Mystery Ludo game, students must work in teams to achieve the same goal, which is to understand the historical material and complete the challenges given. This process forces students to share knowledge, listen to other people's opinions, and seek solutions together. This teaches them how to communicate constructively, respect the opinions of others, and solve problems collaboratively. These skills are important for their social life outside the classroom, where they will work in teams and interact with various people.

In addition, Ludo Misteri-based learning also contributes to the development of students' leadership skills. In groups, some students are given the opportunity to lead discussions, organize games, and help their friends understand the material being discussed. This gives them experience in leading, making decisions, and managing group dynamics. The leadership skills formed through this game can shape students' character to be more confident and ready to take responsibility in various social situations.

Another visible social contribution is an increased sense of solidarity and tolerance between students. Because the game involves group discussions and interactions between students from various backgrounds, this method can encourage students to better understand different opinions and respect different perspectives. Students are taught to work together even though they have different views, which strengthens a sense of tolerance and cooperation in the wider community. This is very important in building the social character of students who can adapt well in diverse social environments.

Overall, the social contribution from the implementation of the discovery learning method with the Mystery Ludo educational tool is very significant in building students' social skills. This learning not only improves their academic understanding but also helps them develop communication, cooperation, leadership, and tolerance skills that are very important for their social lives. Thus, this method not only provides benefits in the context of formal education but also contributes to the formation of better social characters of students who are ready to interact with society.

I can recall how Ludo enhances social connectivity, education, and cognitive development, making it a powerful medium for social interaction and community building. Also, remember that the collaborative efforts between Ludo game development services and educational game development companies are crucial for the successful integration of Ludo games into STEM education.

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