

Exploring Indonesia's Cultural Diversity through A Quick Response Code Quartet Card Game

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Abstract : *Teaching cultural diversity to students in the modern era requires integration with technology to make it engaging and challenging. For this reason, the study aims to develop learning media in the form of Quartet Cards with QR Code to explore Indonesian cultural diversity for grade 4 elementary school (SD) students. This research and development study uses the ADDIE model. The research background is social science learning for grade 4 in three schools (SD 12, 28, and 51) in Parepare, South Sulawesi, Indonesia. Data were collected through interviews, observations, needs analysis, validation, and practicality test questionnaires. Data analysis was carried out descriptive qualitatively, and quantitatively. The needs analysis showed that teachers and students needed game-based learning media that integrated technology to explore Indonesian cultural diversity. After design and development process, this study has produced a one set of Quartet Cards with QR Code. Based on the product validation test by material and media experts, the product was declared valid. The results of the practicality test by users (teachers and students) also showed that the product was very practical to use for learning. In conclusion, the product is valid & practical for elementary school students who want to explore Indonesian cultural diversity.*

Keywords : *cultural diversity; QR Code; quartet card.*

INTRODUCTION

Introducing Indonesian cultural diversity to elementary school students early is very important because it helps form attitudes of mutual respect, tolerance, and a love for the nation's culture (Yulianti & Dewi, 2021). It is also important to build a broader understanding of Indonesia and the world and prepare students to interact with people from different backgrounds, thus helping children understand the many differences between Indonesia and the world (Hartono et al., 2024). By introducing cultural diversity early on, the younger generation will be more responsible for maintaining and preserving Indonesia's cultural heritage and facing global cultural challenges. In the era of globalization, students need to understand and appreciate cultural differences to interact well in an increasingly diverse society.

The success of introducing Indonesian cultural diversity early on to elementary school students is determined by various factors, and learning media is one of the crucial elements. Learning media have an important role in every teaching and learning activity. According to research (Wulandari et al., 2023) , Educators often use learning media to

deliver material to make it easier to understand. Using learning media increases interest in learning and can generate new motivation and positively impact students. Learning media is a supporting instrument that helps create a supportive learning atmosphere and environment. In addition, this media plays a role in conveying information, attracting students' attention to the material, and helping them understand and retain the information conveyed.

However, problems related to the limitations of learning media are still often found in elementary school learning. Based on initial studies through observations in three schools (SD 12, 28, and 51) in Parepare, South Sulawesi, Indonesia, it shows that the learning media used in elementary schools are often conventional and less interesting, so students are not motivated to learn. Educators also use more lecture methods when explaining materials and use only PowerPoint media in the learning process, then give assignments or questions based only on student textbooks. This can lead to a lack of student involvement in the learning process, because they only listen without being actively involved in discussions or other activities that can stimulate critical and creative thinking in students. This condition leads to a lack of student involvement in the learning process because they only listen without being actively involved in discussions or other activities that can stimulate critical and creative thinking in students.

In fact, in the learning process standards as directed in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 of 2022, it has been firmly recommended that the learning process should be designed by paying attention to the development phase and level of ability of students, adjusted to their learning needs, and reflecting the diversity of characteristics and stages of development of students so that the learning experience becomes meaningful and enjoyable. This problem certainly needs to be followed up by finding a solution, so that the process of introducing and deepening cultural diversity in Indonesia can run effectively, and student learning outcomes can be optimal.

Based on the literature review, previous studies provide recommendations for learning media as one of the alternative solutions, and quartet card media is one of the alternative solutions that is considered effective for increasing student engagement and learning outcomes. Research result Handayani (2017) concluded that the quartet card media is highly recommended for learning Indonesian culture. Other studies, such as (Retnaningsih, 2017) , also concluded that quartet cards are a highly recommended medium for learning and can encourage students' ability to master vocabulary. Study by Firdaus & Farida (2023) also concluded that the quartet card media is recommended and suitable for learning because it successfully improves student learning outcomes. The study conducted by Defingatun et al. (2020) also concluded that the quartet card media is one of the recommended card games as a learning medium. Furthermore, the traditional quartet card game can display a combination of word descriptions and interesting illustrations which is its appeal (Samsiyah et al., 2021).

However, various literature also confirms that traditional games (one of which is conventional card games) are no longer of concern to Generation Z and Generation Alpha,

who are much more interested in challenging games via gadgets (Fatianda & Ula, 2024; Khoiriyah, 2024; Saragih, 2012). This problem is a research gap that needs to be studied: designing and developing the integration of traditional games using more interesting and challenging technology, including card games. In addition, although in the literature there have been many that combine cards with technology, there are still not many studies that specifically integrate Quartet Cards with QR Code technology, especially for social science learning on recognizing Indonesian cultural diversity. For this reason, it is necessary and important to conduct development research that aims to develop Quartet Card media with QR Code to explore Indonesian cultural diversity. The research aims are; First, to analysis needs, design, and development of Quartet Card products with QR Code be analyzed to explore Indonesian cultural diversity for elementary school students. Second, to analysis of the developed product's validation and practicality tests.

METHOD

This research is a research and development using the Analyze, Design, Develop, Implement and Evaluate (ADDIE) development model which is very suitable for various types of product development such as strategies, learning methods, media and teaching materials (Branch, 2009; Hidayat & Muhamad, 2021; Sugiyono, 2013). The ADDIE development model has the advantage of being dynamic and flexible, which can be adjusted to the needs of researchers in their research. Due to limited funds and time, this study only uses three stages: Analyze, Design, and Develop.

The participants of this study were fourth-grade students in three elementary schools (SD 12, 28, and 51) in Parepare City, South Sulawesi, Indonesia, along with three teachers. In addition, it involved 1 learning media expert and 1 social science learning material expert. Qualitative and quantitative data were collected simultaneously and analyzed to complete the research results. The three stages include conducting initial observations to obtain data on media, material, and content needs analysis, then data collection through observation, interviews, and filling out questionnaires. Quartet Card media needs a questionnaire with QR Code, initial media design, design validation by experts, design revision, small group trials for practicality tests, and final products.

The instruments used in this study consisted of observation guidelines, interview guidelines aimed at analyzing the needs of learning media, media needs analysis questionnaires, validation questionnaires for experts to determine the validity of the media, and questionnaires aimed at users. The observation guideline instrument was compiled using indicators of media use during science learning and student learning involvement during science learning. The interview guidelines were compiled using indicators; learning media are needed. Validation and practicality questionnaires were compiled to assess the validity of the material, media quality, linguistic, and language aspects.

Table 1. Indicator of Validation & Practicality Questionnaires

Aspect	Indicator
Appearance	Neatness of media layout Suitability of colors used Size/format of QR Code quartet cards Attractiveness of QR Code quartet card design
Content	Suitability of QR Code quartet cards to the material Suitability of images of cultural diversity in Indonesia Image quality Suitability of image captions
Text	Suitability of fonts Clarity of text for reading
Feasibility	Ease of use of media Ease of QR Code scanning
Construction	Suitability of material to learning outcomes Suitability of material to learning objectives Suitability of material to cognitive level
Language	Suitability of language used Sentences used are clearly readable Terminology used is readable by students

The data analysis techniques used in this study are qualitative and quantitative. Qualitative analysis describes the results of observations, interviews, validator suggestions, and documentation notes at the time of implementation. Data are analyzed descriptively and qualitatively; some suggestions will be used to improve the product at the revision stage. Quantitative analysis describes the quality of the product based on the assessment of experts/validators, educators, and students. The validity and practicality of the product are assessed by filling out the validation and practicality questionnaires. The results of the questionnaire are then scored and categorized based on the rubric and criteria that have been set. The criteria for the validity and practicality of the product can be seen in the following table.

Table 2. Product Validity and Practicality Criteria

Score	Description Valid	Description Practical
81% - 100%	Very Valid	Sangat Practical
61 % - 80%	Valid	Practical
41% - 60%	Quite Valid	Quite Practical
21% - 39%	Less Valid	Less Practical
0% - 21%	Not Valid	Not Practical

Source: (Firmansyah & Hariyanto, 2019)

RESULT AND DISCUSSION

1. Result

The results section will present data from development research in an effort to explain all research aims, thus, this section consists of two parts.

Needs Analysis, Product Design and Development

This first part will explain in full the three stages of development research which include ADD (Analysis, Design and Development).

Analysis Stage

At this stage, information will be sought to analyze and group existing school problems related to media use. The results of the data search become the basic reference in the development of learning media that will be developed. This analysis stage includes curriculum, needs, and content analysis. In the curriculum analysis, researchers will understand the characteristics of the curriculum that apply in schools, so that the development carried out is based on the applicable curriculum guidelines. Then at the needs analysis stage, researchers will collect data through observations in the form of interviews and filling out questionnaires. Finally, in the content analysis stage, researchers will formulate the material in the quartet card media. Content or material is arranged based on the needs analysis results, namely cognitive analysis, and refers to curriculum analysis.

The observation results showed that teaching media is still limited to displayed media and minimal in visual media. However, occasionally teachers use a projector or LCD media to support learning. Other observations showed that teaching media is still fixated on textbooks and has started to use technology. However, it is still limited to media that can be observed without user interaction. Interviews with educators and student representatives explained that technology-based media is still minimally used both in terms of game forms, even though schools already have network access, and the level of internet access for students is quite high, thus opening up opportunities for innovation in QR Code-based learning media, such as QR code media. In terms of needs, teachers expect practical, economical, easy-to-carry media aligned with the material's objectives and able to activate students. Based on the results of filling out the needs analysis questionnaire, it shows that from the three schools where the research was conducted, students were very happy and enthusiastic if educators used media in the learning process, especially in social science learning on the topic of cultural diversity in Indonesia.

Design Stage

The second stage, namely Design or media design, we will create a QR Code card media design using the Canva application. This media is designed as a traditional game, just like the quartet card game in general. This card design only presents a QR Code of the quartet card. This media is designed to create an interesting learning atmosphere to motivate students to be actively involved in the learning process, especially in learning science on the subject of cultural diversity in Indonesia.

This quartet card media is designed using the Canva application. Images and writings grouped according to their themes are given on this card media. The difference between quartet cards generally is in terms of a shorter design, containing the theme, images, and card names. This card media uses a size of 12 x 8 cm with a selection of 260 gsm kraft paper. This QR Code quartet card contains 28 cards, including several zonk cards and QR Code

cards containing media usage guidelines. In compiling the material in the card, only 6 islands in Indonesia were taken, and each island had one provincial representative used in the QR Code quartet card media. While making QR Code, it also uses the Canva application. Quartet card media, this card has two sides, namely the front side and the back side, the front side of this quartet card consists of the name of the province, the provincial capital, a picture of diversity and the category of the quartet card of cultural diversity in Indonesia, namely traditional houses, traditional clothes, traditional musical instruments and typical foods.

In contrast, the back side has a QR Code that can be scanned to provide additional information related to the material in the image which if scanned will display infographics from the category of the front side of the quartet card, in addition to the material there is also a zonk card whose back side has a QR Code containing questions related to the material on the diversity of Indonesian culture which is designed using a wordwall. Students who get a Zonk card will answer the questions in the QR Code in groups. Each quartet usually consists of four cards related to the same theme or category. These quartet cards can be used as one of the tools or learning media in the learning process.

Development Stage

After the design stage is completed, the next stage is the development stage. At this stage, the focus will be on developing card media by following several procedures, starting from developing the appearance of quartet cards, designing the media as attractively as possible, ensuring that the media meets the needs of students, designing materials and questions in the form of QR Codes, and evaluating learning media. Media experts, materials, and practitioners validate the media. After all procedures are carried out, it will produce a product in the form of a QR Code quartet card measuring 12 x 8 cm and a card storage place that is designed as attractively as possible with the aim of attracting students' attention to the learning media developed with a size of 12 x 8 x 1.5 cm. The Figure 2 is a product of the card and packaging designs.

The teacher uses learning media and simple games by dividing students into several groups. Each group receives an identical set of cards and plays simultaneously. After the game is finished, students present information about various aspects of cultural diversity that they learned during the activity. Students who successfully collect many cards will get scores as awards, while students who fail to collect a set of cards will be tasked with scanning several cards and reading their contents.



Figure 2. QR Code Quartet Card Design and Card Packaging

This QR Code quartet card media functions as an object in presenting material, while students can play to explore the diversity of Indonesian culture. The way this card works is by playing while learning, so besides playing, students also learn because on this card, there is learning material that has been designed according to student learning. Using this card can attract students' attention and arouse their enthusiasm for learning. After going through the design process, the QR Code Quartet Card media for the IPAS learning media on the material of cultural diversity in Indonesia was realized in a physical form, as in Figure 3. The results of this product development are equipped with a media usage guidebook, which can be accessed at the link <https://shorturl.at/fgVbd> or via QR Code in Figure 3.



Figure 3. Quartet Card Product with QR Code

When students learn and play using Quartet Cards with QR Code, several steps require them to explore the material on cultural diversity in Indonesia in more depth. This is done through QR Code, which is connected to various learning resources such as reading, infographics, quizzes, and so on. Briefly, the following is a diagram of the game's steps.

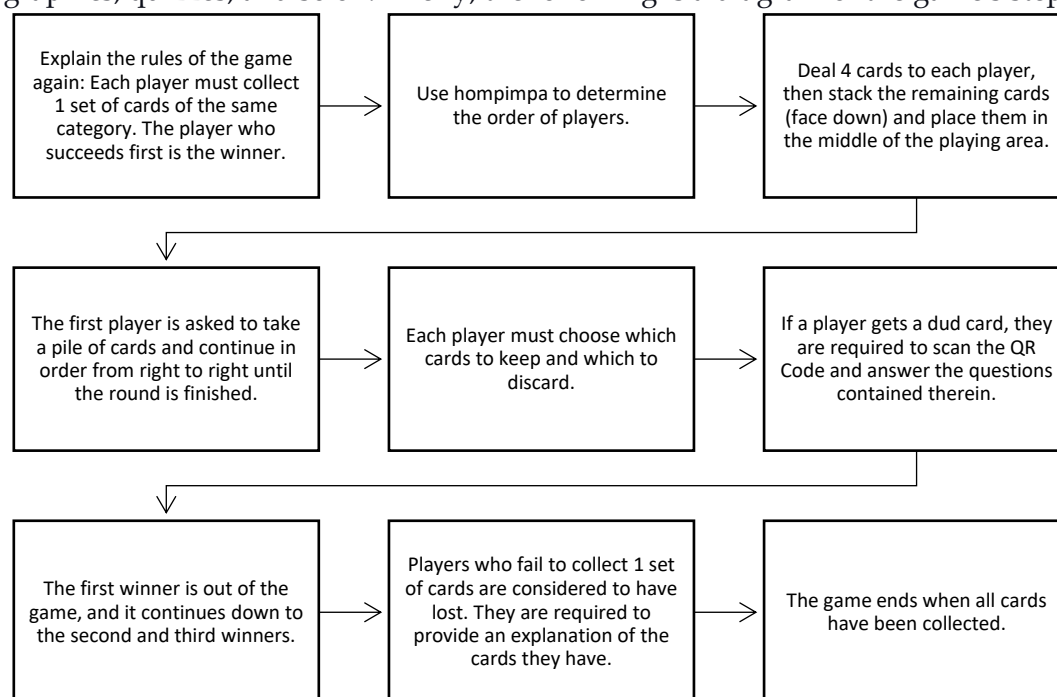


Figure 4. Games Step Diagram of Quartet Card with QR Code

Test the Validity and Practicality of the Product

Media and material experts have conducted validation tests on the Quartet Card media product with QR Code to explore the diversity of Indonesian culture. To assess the quality of the media that has been developed, experts must conduct a trial and validation process. Validation of this quartet card learning media aims to determine the extent to which it is valid to meet the needs of educators and students. The assessment refers to the instrument created in the form of an answer range of 1-4. The total validator value is then calculated by finding the ideal score expected in each aspect and overall aspects by finding the average value. The score obtained is converted into a percentage of the eligibility criteria. The following is a summary of the validation results.

Table 3. Recapitulation of Validation Test

Aspects Assessed	Media Assessment	Material assessment
Appearance	3,4	3,25
Content	4	3,25
Writing	2,5	3,5
Validity of use	4	3
Construct	4	3
Language	4	3
Score	21,9	19

Overall Average Score	3,65	3,16
Percentage	91,25%	79%
Category	Very Valid	Valid

To find out the practicality of the Quartet Card media product with QR Code, it has been tested on a small scale on the material of cultural diversity in Indonesia. After trying the game, teachers and students were asked to fill out a questionnaire about the Quartet Card media with QR Code. Here are some photos Quartet Cards with QR Code when used for learning and playing by students and a summary table of the results of the practicality test.



Figure 5. Quartet Cards with QR Code When Used for Learning and Playing by Students

Table 3. Results of Practicality Test

Location	Average teacher and student assessment	Category
SD 12	98%	Very Practical
SD 28	97%	Very Practical
SD 51	90%	Very Practical

2. Discussion

Needs Analysis, Product Design and Development

Analysis of the needs of learning media for grade IV science has been conducted through observation, interviews with teachers and students, and filling out student questionnaires at SDN 12, 28, and 51 Parepare. Conclusion of the needs analysis showed that elementary school teachers and students needed game-based learning media that integrated technology to explore cultural diversity in Indonesia. Media use can increase students' motivation and interest in learning (Puspitarini & Hanif, 2019), and it is more effective if delivered using media on the topic of cultural diversity in Indonesia.

After design and development process, this study has produced a product of 1 set of Quartet Cards with QR Code. The characteristics are that the card's front side contains the name of the province, capital city, pictures of cultural diversity, traditional houses, and traditional musical instruments. The back side is equipped with a scannable QR Code, which provides information related to cultural diversity according to the card's front side.

Teaching cultural diversity is essential to building tolerant and nationally aware students' character. In the context of Indonesia, which is known as a multicultural country with diverse ethnic groups and hundreds of regional languages, teaching cultural diversity is not only informative but also urgent to maintain social integrity and harmony. One effective approach to teaching this diversity is through learning media that presents visuals, such as images, documentary videos, educational animations, and infographics related to cultural diversity (Hermanto et al., 2021; Mardaragawan & Agung, 2024). The quartet card product developed in this research is images of traditional houses, weapons, dances, and traditional foods. In addition, it is equipped with a QR code, which will connect to further information in the form of text, video, and infographics.

Visual media presented in quartet cards with QR codes play an important role in facilitating students' understanding of Indonesia's cultural diversity, which is often abstract if only explained through text or lectures. For example, instead of just verbally explaining cultural diversity, teachers and students can play cards while observing images and elaborating further with QR codes so that they see videos, text explanations, or infographics that directly display the real form of the culture. This gives students a concrete and contextual learning experience, helping them grasp the full meaning of culture (Arosyad et al., 2021). This visualization supports Paivio's dual coding theory, which states that information presented visually and verbally will be more effectively processed by the brain (Paivio, 2014; Sadoski & Paivio, 2013).

In addition, QR Code quartet cards strengthen students' memory. Learning culture from various regions (for example, typical food, traditional musical instruments, traditional clothing, and traditional houses), which have visual patterns typical of each region, helps students distinguish the patterns. It makes it easier for them to remember the philosophical meaning behind each pattern. Thus, visual media strengthen not only students' cognitive aspects but also their affective aspects in understanding the richness of cultural values (Arosyad et al., 2021).

The use of QR Code quartet cards is expected to foster interest and motivation in learning, especially in the context of the current digital generation, who are more familiar with interactive visual media. When students are introduced to traditional Tongkonan, Honai, or Gadang houses through QR Code scans so that images and videos appear on their gadgets, then of course, they will be more enthusiastic and emotionally involved in learning. This interest can encourage a deeper curiosity about other cultures in Indonesia, paving the way for intercultural dialogue in the classroom (Suryani & Muslim, 2024).

Test the Validity and Practicality of the Product

Based on the final validation results of media experts, the QR Code quartet card media has an average percentage of 91.25%, with the criteria of "very valid" being tested. In the assessment of material validity, there are six aspects assessed by media experts, namely the appearance aspect, content aspect, writing aspect, usability aspect, construction aspect, and language aspect. Based on the final validation results of the material expert, the percentage of the value obtained was 79%, with the criteria of "valid" and can be tested.

Steps after conducting the validity test of the material and media were also carried out by small group trials aimed at obtaining responses from media users. This small group trial was conducted in all three schools. Based on the recapitulation of the questionnaire responses of educators and students who gave positive responses to the QR Code quartet card media, it can be concluded that the QR Code quartet card media was 100% "very practical" to use in learning. In conclusion, the Quartet Card product with QR Code is valid for elementary school students who want to explore Indonesian cultural diversity.

The advantages of the quartet QR Code card media, is practical and easy to carry, attractive and durable because it uses materials that are not easily torn, its use does not require special skills, and it is easy to remember. It can be played by anyone (Mariani & Setiawati, 2022). In addition to increasing student involvement and interest in the learning process or student understanding in the use of QR Code quartet card media in learning. Not only playing, but students can understand at every stage of the contents of the quartet card media where on the front side there are already subtitles, pictures, and subcategories that are benchmarks or references for students so that little by little students indirectly know and understand some of the diversity found in Indonesia, both in terms of typical food, traditional musical instruments, traditional clothing, and traditional houses. In addition, students can scan the QR Code on the back of the card to learn more about the categories on the front side of the QR Code quartet card. In addition to reading and listening to the material through this QR Code Quartet Card game, students will be trained to discuss and answer questions from the material on the diversity of Indonesian culture. This activity helps students more easily understand content about Indonesian culture's diversity and encourages active participation in the learning process. According to Ridwan, Ahmad & Mustofa (2023), the discussion method can create an interactive learning atmosphere where students feel involved and responsible for their learning process.

The other of advantages of the Quartet Card Media with QR Code are that it has been developed to be more interactive, fun, and practical for students and teachers. They can be adjusted to the applicable curriculum. This medium can increase student participation in learning by combining the learning process with playing. According to Widodo et.al. (2019), the active involvement of elementary school students has a positive effect on their learning outcomes, because by actively participating, students can more easily understand the material and increase their learning motivation to achieve academic success. In addition, the infographics presentation can improve students' understanding of the material and interest in learning because this medium introduces them to technology-based learning, such as QR Codes and Wordwalls. This is based on the opinion that when students learn while playing, the learning atmosphere becomes more enjoyable, increasing their interest and involvement in the learning process. This helps to achieve learning objectives optimally.

CONCLUSION

Based on a series of stages of the development process, testing, and assessment validity described previously, teachers and students need learning media that can support

the science learning process, which can increase student involvement in the learning process. This need is answered through the development of QR Code quartet card media, which goes through a series of stages of the ADDIE model development. The validity of the quartet card media is based on the criteria of being suitable for use. It is very practical to use in science learning based on the assessment of media experts, material experts, and practitioners regarding the responses of teachers and students as users.

The limitation of this study is that the media developed only covers a small part of the science teaching materials taught in elementary schools. In addition, the number of media trials is still small in three elementary schools. Its influence on the process and results of large-scale science learning in elementary schools has not been studied. Therefore, although the media developed is already very valid and practical for science learning in elementary schools, further research is needed, for example, in creating learning media and broader trials. Further researchers can also continue effective research by using other methods with a quantitative approach in the form of correlation and experiments, or qualitative research, so that research on developing Games-based learning media integrated with QR Code can complete the literature comprehensively.

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