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The Effectiveness of Wordwall Quizzes in Improving Analytical and Evaluation Skills in History Learning

Nurul Umamah*, Anis Syatul Hilmiah, Fachri Zulfikar, Ainun Nasihah

University of Jember, Jember, Indonesia
Co-Author: nurul70@unej.ac.id

Abstract: *This study aims to develop a Wordwall Quiz to improve the ability to analyze and evaluate in history subjects for 10th grade Vocational High School (SMK) students who face active student involvement and the lack of higher-order thinking skills in history learning, encouraging the need for innovation in interesting and interactive learning media. Using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) within the Research and Development framework, this product was validated by experts in the fields of language (4.30), media design (4.20), and learning materials (4.20) which showed that it was feasible to use with minor revisions. The subjects of the study were 10th grade students of SMKN 2 Jember in the 2024/2025 academic year. The results showed an increase in the average score, from 63.88 to 86.11 in the ability to analyze and from 64.02 to 83.75 in the ability to evaluate. The paired sample t-test showed a significance level of <0.001, which indicated a significant difference in the ability to analyze and evaluate. The eta-squared test yielded an effectiveness value of 0.961 for analytical skills and an effectiveness value of 0.731 for evaluation skills, categorized as a "large effect." Thus, it can be concluded that the Wordwall quiz media is feasible and effective in improving analytical and evaluation skills in history subjects.*

Keywords: Wordwall Quiz Media, Analytical Skills, Evaluation Skills, Learning Effectiveness

1. INTRODUCTION

Basically, history learning is an educational process that aims to understand past events and learn from those experiences as a guide for the future. (Umamah, 2020)History learning is not only about understanding history as an objective reality, but also the introduction of historical knowledge as an important part in shaping students' mindsets (Farizi, 2020). To achieve ideal history learning, active participation from students and educators' adjustment to the ongoing learning paradigm are very important. (Zulfikar et al., 2020)The current "Independent Learning" paradigm gives students the freedom to design innovative, creative, adaptive, and responsive learning, and also to use the latest technology according to their needs. (Rarasanti et al., 2024)Thinking is the main concept in independent learning (Marisa, 2021). According to Permendikbud No. 12 of 2024, the Independent Curriculum aims to create meaningful and effective learning in increasing faith, piety to God Almighty, and noble character. (Kemendikbud, 2024). In addition, this curriculum also aims to foster and develop the creativity, feelings, and intentions of students as lifelong learners who have the character of Pancasila.

This relationship can be demonstrated in the learning outcomes of history subjects in phase E, namely that students understand the basic concepts of historical science and have historical thinking skills in criticizing historical events that occurred in Indonesia. (Hilmiah, 2025). Students apply historical thinking skills and present historical learning outcomes that are relevant to their vocational fields (BSKAP Kemendikbudristek, 2024). History educators must have a national perspective and broaden their historical knowledge so that it can be applied to students' daily lives (Damayanti, 2023). However, many educators still fail to guide students to improve the effectiveness of history learning.

The role of educators has undergone significant changes (Hilmiah et al., 2024). Education in the 21st century emphasizes the importance of innovation in learning design by utilizing the latest technology (Juwita, 2022). Technological developments have encouraged Generation Z to adapt quickly to technology, enabling faster innovation (Mujianti, 2021). Generation Z educators have become deeply connected to technology, and it has become an inseparable part of their lives (Rahmawati, 2022). Designing innovative, adaptive, and responsive learning designs is crucial for educators to help students face the challenges of the times and improve their life skills (Oktaviani et al., 2021; Umamah, 2020). With such learning designs, students' needs and desires for learning can be maximized.

Observation findings at SMKN 2 Jember indicate that the history learning process still tends to be conventional, dominated by lecture methods that make students passive and their learning outcomes do not meet the Minimum Completion Criteria (KKM). Interview results indicate that students experience boredom because history is perceived as merely memorization without deep meaning. They expressed a desire to engage in more interactive learning, particularly through activities in the form of quizzes or competitive games. Preliminary questionnaire data supports these findings, with 65.7% of students stating that they understand the material better when it is presented in a fun and challenging manner. This condition indicates a need to develop learning models that are not only engaging in form but also able to encourage students to hone higher-order thinking skills, such as the ability to analyze (C4) and evaluate (C5) historical information critically and reflectively. Meanwhile, history

teachers face challenges in designing innovative media due to time constraints, technological proficiency, and minimal training. In this context, Wordwall presents a relevant solution. This platform is not only easy for teachers to use but also provides features that support active, participatory, and higher-order thinking. Wordwalls allow students not only to answer questions, but also to test their ability to understand the relationships between historical events and assess historical impacts logically and critically.

Learning media innovation has the potential to increase the effectiveness of history learning (Umamah et al., 2020). Interactive quizzes are classified as technology-based learning media because they require a computer, laptop, or mobile phone to use. (Zulfikar, 2020). Wordwall Quiz is an application that presents learning materials in the form of questions or questions that allow students to improve their understanding of learning materials independently (Nurfadhillah, 2021). Through the Wordwall Quiz media , students can gain a comprehensive understanding of the material being studied, can be used as material reinforcement, and students will also be able to make improvements after knowing the weaknesses and material that has not been mastered in depth, and can identify more clearly which parts of the learning material are still considered difficult (Ardiningsih, 2019). The advantages of using Wordwall Quiz are that the learning process is more enjoyable, able to increase motivation, and attract emotional, cognitive, agentic, and behavioral participation compared to conventional paper-based quizzes .

Based on an analysis of how the use of Wordwall Quizzes can impact the effectiveness of history learning, this tool is needed. Wordwall Quizzes provide accessibility to digital and interactive resources, allowing students to explore and analyze historical events independently. Wordwall Quizzes are also designed to meet the needs of students who prefer digital learning and to assist educators in teaching history more effectively.

Based on the theoretical review conducted, the Wordwall Quiz media is considered appropriate for increasing the effectiveness of history learning and the need for interactive media innovation in history learning. Therefore, the researcher is interested in conducting development research with the title "The Effectiveness of Wordwall Quizzes in Improving Analytical and Evaluation Skills in History Learning."

2. LITERATURE REVIEW

2.1 Wordwall Quiz in History Learning

Wordwall quiz media is an application/website that contains learning materials presented in the form of interactive questions or questions that provide opportunities for students to improve their understanding of the learning material individually (Kurniawan & Yatri, 2022). The goal is to help students improve their ability to remember learning materials, expand their knowledge independently, and facilitate the learning process through online quizzes (Herska, 2023). Providing *Wordwall quizzes* is a strategy in learning to increase student motivation, prevent boredom, and strengthen student memory. The advantages of quiz media The power of *wordwalls* lies in their ability to increase active student participation through interactive visual displays, instant feedback, and easy access via digital devices such as smartphones or laptops. Furthermore, *wordwall quizzes* can be tailored to the learning material's needs, allowing students to learn independently at a flexible pace (Sulasmianti, 2020). However, the use of this medium also has limitations, such as dependence on internet connections and technological devices, which may not be evenly distributed across all regions. Therefore, interactive quizzes play a crucial role in encouraging students' cognitive, affective, and social engagement in the history learning process.

In the context of history learning, *Wordwalls* can bridge the challenge of conveying factual and chronological material in a more engaging and enjoyable way. History is often considered a boring rote lesson. However, with a game-based quiz approach, students are not only challenged to remember but also to understand the context of events more deeply through varied and comprehensive questions. According to (Fitria, 2023), interactive media such as *Wordwalls* can foster interest in learning history while improving learning outcomes because students learn while playing.

Based on this description, it can be concluded that wordwall quiz media is highly urgent for implementation in history learning. This media is not only able to overcome student boredom and improve students' abilities, but also because it can also improve students' vocabulary. analyzing and evaluating , but also because it aligns with the demands of the times and modern pedagogical approaches. *Wordwall* quiz media is expected to create a more meaningful, engaging, and effective history learning experience, as well as address the challenges of history learning, which has been considered less appealing by students.

2.2 Learning Effectiveness

Effective learning is a process that provides opportunities for students to master certain skills, acquire knowledge, and develop positive attitudes (Dick & Reiser, 1989). Furthermore, Gagne emphasizes that learning conditions also play an important role in learning effectiveness (Gagne, 1985). Effective learning can be defined as an approach that provides opportunities for students to learn in a simple and enjoyable way, and is able to achieve learning objectives as expected (Sutikno, 2007). A good learning process will make it easier for students to understand information, develop social skills, and achieve the set learning objectives.

A medium can be considered effective if it can support achievement accurately and relevantly. Thus, the use of Wordwall Quiz media is considered potential because it can convey content in a simple, fun way, and in accordance with

the abilities of students. Effective learning is a combination consisting of human elements, materials, facilities, equipment, as well as processes and steps aimed at modifying student behavior towards a more constructive direction (Baharuddin & Hatta, 2024). If the learning objectives are achieved, an increase in student learning outcomes will be a clear indication, where effectiveness can be used as a measure in the learning process by considering the level of student understanding of the material presented.

In determining the effectiveness of learning, according to (Djamarah, 1997)., two indicators need to be considered, namely: (1) the level of students' absorption of the material taught in order to achieve optimal presentation, both individually and collectively; (2) and the achievement of behavior that has been set in the learning objectives by students, both individually and collectively. These indicators show that the effectiveness of the Interactive Quiz media using Wordwall can be assessed from the cognitive domain, considering that this is related to the learning outcomes achieved by students. Through the Interactive Quiz media, students will also be trained through the form of questions or questions given by educators.

In the educational process, learning outcomes are used as a benchmark for the success or failure of the learning process between teachers and students (Putrinda, 2019). As time goes by, it shows the need to develop learning models that are not only attractive in form, but also able to encourage students to hone higher-order thinking skills, such as the ability to analyze (C4) and evaluate (C5) historical information critically and reflectively. Therefore, teachers design learning as an effort to improve student learning outcomes. Learning outcomes are the results achieved by students after going through the learning process within a predetermined time period. The better the student's learning efforts, ideally the better the learning outcomes they will achieve (Yandi et al., 2023). Based on student learning outcomes, abilities and development as well as the level of educational success can be known.

In history learning, learning outcomes are influenced by several factors. (Maizura, 2022)states that the factors that influence students' history learning outcomes are very complex and diverse. One of the most significant factors is due to the quality of teaching and the approach used by teachers as guides, motivators, and facilitators. (Mailani dkk., 2021).In addition, the influence of students' learning motivation also plays an important role, the higher the learning motivation, the greater the involvement in obtaining information, thus enabling relatively high learning outcomes. (Maizura, 2022).Therefore, it is important for teachers to increase students' learning motivation by selecting learning models and media that are able to accommodate this.

3. RESEARCH METHODS

3.1 Normality Test

The normality test is used to ensure that the data to be analyzed meets the criteria for a normal distribution. Data that meets the requirements for a normal distribution are considered more valid and reliable for supporting research models.

Data is considered normal if its significance value is greater than 0.05 (P>0.05). Conversely, if its significance value is less than 0.05 (P<0.05), the data is considered abnormal.

3.2 Paired Sample T-Test

A paired sample t-test was conducted to test the research hypothesis. This method is used to test hypotheses in situations where one individual has two different data sets. Even though the data involved the same individual, researchers were able to collect two data samples. In this study, researchers used a paired simple t-test to assess the effect of using a wordwall quiz on improving analytical and evaluation skills in history subjects. Data will be processed using SPSS version 30 for Windows .

The testing criteria applied are two-way hypotheses as follows:

H^0 : There is no significant influence on the ability to analyze and evaluate after being taught using the Wordwall Quiz media in history subjects.

H^1 : There is a significant influence on the ability to analyze and evaluate after being taught using the Wordwall Quiz media in history subjects.

a. If the significance value is less than 0.05 (<0.05), then H^0 is rejected and H^1 is accepted, which indicates a significant influence;
b. If the significance value is more than 0.05 (>0.05), then H^0 is accepted and H^1 is rejected, which indicates no significant influence.

The results of this test will be used to analyze whether there is a difference between the average pre-test and post-test scores of students after the implementation of the Wordwall Quiz media in history subjects. It is important to evaluate the implementation of this media to determine whether there is an effect of its use. The data obtained will be the basis for assessing the effectiveness of history learning that utilizes the Wordwall Quiz media during the learning process, by continuing the analysis using the Eta Squared Test.

3.2 Eta Squared Test

Data to measure the effectiveness of the Wordwall Quiz media was obtained through pretests and posttests given to students before and after using the product. This can be tested using Eta Squared , which measures the effect size or strength of the relationship between variables. This effect size provides information on the extent of the differences between

the groups. To calculate Eta Squared, the following formula can be used:

$$Eta\ Squared = \frac{t^2}{t^2 + (N-1)}$$

Information:
t^2 =Results of the T-Test
N = Number of subjects

Table 3.1 1Effectiveness Test Criteria

Score	Qualification
0.01 or 1%	Small Effect
0.006 or 6%	Moderate Effect
0.14 or 14%	Large Effect

(Pallant, 2010)

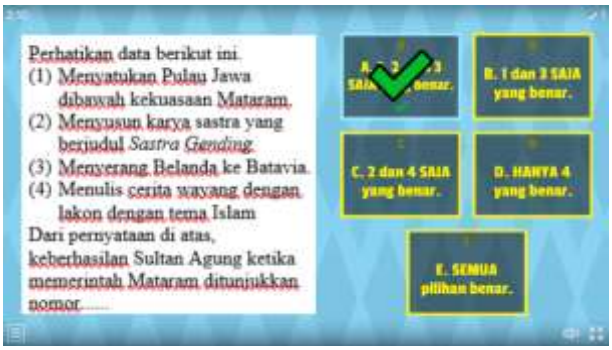
Based on the data obtained, it can be seen that the effectiveness of the Wordwall Quiz media developed has an effectiveness level that is classified as one of the three classifications of the Eta Squared test. The results of the Eta Squared test analysis obtained initially in the form of quantitative values were then converted into descriptive qualitative values.

4. RESULTS AND DISCUSSION

4.1 Wordwall Quiz Results as a Digital Learning Resource

There are two types of media used in the history learning process, namely spin the wheel and gameshow quizzes.

1. Spin the wheel



The Spin the Wheel feature is used as a pre-test assessment tool to gauge student understanding before learning and to receive feedback from both students and educators. Starting learning with a simple game can improve analytical and evaluation skills, helping you follow through to completion.

2. Gameshow Quiz

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gameshow quiz feature is used as a *post-test* assessment tool to measure student understanding after the lesson and to receive feedback from both students and educators. Furthermore, the assessment system at the end of the activity can improve students' analytical and evaluation skills and foster a competitive spirit, encouraging them to give their best.

4.2 Effectiveness of Wordwall Quizzes on Analyzing and Evaluating Skills in History Subjects

Following the user trial phase, a Wordwall quiz effectiveness test was conducted to measure its impact on students' analytical and evaluation skills . This trial involved a total of 36 students from grade X TAB 2 as the primary field sample.

normality prerequisite test has been successfully conducted on 36 student samples. The results show that the pre-test and post-test data are both normally distributed , in the analytical ability is evidenced by the Sig. 0.184 value in the pre-test, and Sig. 0.178 in the post-test, while for the evaluation ability is evidenced by the Sig. 0.114 value in the pre-test, and Sig. 0.131 in the post-test . This confirms that the existing data meets the normality assumption because the significance value is greater than 0.05. After the prerequisites are met, the Paired Samples T-Test is then carried out. The following are the results.

Table 1 Paired Samples Test Results for Analytical Ability

Paired Samples Test								
	Paired Differences							
				95% Confidence Interval Of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig (2 tailed)
retest-Posttest	-2,222	11,979	1,996	6,275	8,169	11,131	35	<0.001

Source: Processed primary data

Based on Table 6 , the results of the paired samples t-test show a Sig. (2-tailed) value of <0.001 . Because the value shows less than 0.05 , then H0 is rejected and H1 is accepted . This means there is a significant difference between the pre-test and post-test results.

Thus, it can be concluded that there is a significant difference in average scores between students' pre-test and post-test scores. Furthermore, these results also indicate that the use of Wordwall Quizzes in history learning has an impact on students' analytical skills in history subjects .

Based on the data above, the next step is to measure the effectiveness of the Wordwall Quiz in improving students' analytical skills in history. The results of the effectiveness calculation are as follows:

$$Eta\ Squared = \frac{t^2}{t^2 + (N-1)}$$
$$= \frac{11{,}131^2}{11{,}131^2 + (36-1)}$$
$$= \frac{123{,}899}{123{,}889 + 35}$$
$$= 0{,}961$$

The effectiveness test results showed a value of 0.961, which is categorized as a "Large Effect ." This classification refers to the Effect Size criteria. (Effect Size) J. Cohen (1988), as quoted by Cohen et al. (2007: 522).

This indicates that the Wordwall Quiz media developed has a significant and large impact in improving students' analytical abilities in history subjects .

Table 2 Results of the Paired Samples Test of Evaluation Ability

Paired Samples Test				
	Paired Differences			

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig (2-tailed)
				Lower	Upper			
retest-Posttes	-19,722	12,127	2,021	23,825	-15,619	9,758	35	<0.001

Source: Processed primary data

Based on Table 6 , the results of the paired samples t-test show a Sig. (2-tailed) value of <0.001 . Because the value shows less than 0.05 , then H^0 is rejected and H^1 is accepted . This means there is a significant difference between the pre-test and post-test results.

Thus, it can be concluded that there is a significant difference in the average score between students' pre-test and post-test scores. Furthermore, these results also indicate that the use of Wordwall Quiz media in history learning has an impact on students' evaluation skills in history subjects .

Based on the data above, the next step is to measure the effectiveness of the Wordwall Quiz in improving students' evaluation skills in history. The results of the effectiveness calculation are as follows:

$$\text{Eta Squared } (\eta 2) = \frac{t^2}{t^2 + (N-1)}$$

$$= \frac{9{,}758^2}{9{,}758^2 + (36-1)}$$

$$= \frac{95{,}218}{95{,}218 + 35}$$

$$= 0{,}731$$

The effectiveness test results showed a value of 0.731 , which is categorized as a "Large Effect ." This classification refers to the Effect Size criteria. (Effect Size) J. Cohen (1988), as quoted by Cohen et al. (2007: 522).

This indicates that the Wordwall Quiz media developed has a significant and large impact in improving students' evaluation abilities in history subjects.

5. DISCUSSION OF RESEARCH RESULTS

The product trial was conducted involving 36 students of class X TAB 2 SMKN 2 Jember who obtained an increase in average scores, from 63.88 to 86.11 in analytical skills and from 64.02 to 83.75 in evaluation skills. It can be concluded that there was an increase in the effectiveness of history learning in the product trial before and after using the development product, namely the Wordwall Quiz media .

The analysis of student learning outcomes from the pre-test and post-test begins with a prerequisite test, including a normality test . This test is a prerequisite test to determine whether student value data is normally distributed or not . The results of the normality test obtained a significance value of both being normally distributed , in the ability to analyze as evidenced by the Sig. 0.184 value in the pre-test, and Sig. 0.178 in the post-test, while for the ability to evaluate as evidenced by the Sig. 0.114 value in the pre-test, and Sig. 0.131 in the post-test . so it can be concluded that the data is normally distributed. This prerequisite test is then used for the next test, namely the hypothesis in the form of a Paired Sample T-Test.

The hypothesis test, namely the Paired Sample T-Test in the experimental class, also showed that the Sig. (2-tailed) value was <0.001 <0.05, which indicated a significant difference in the ability to analyze and evaluate. To measure the effectiveness of the media, an Effect Size Test was conducted. The eta-squared test yielded an effectiveness value of 0.961 for analytical skills and an effectiveness value of 0.731 for evaluation skills, which is categorized as a "large effect." The post-test value was greater than the pre-test .

The implementation of interactive quizzes based on Wordwall has been proven to significantly increase the effectiveness of history learning, based on the Effect Size Test analysis . The high effectiveness of this media stems from the transformation of monotonous conventional learning methods into a more engaging multimedia approach. The flexibility of the Wordwall platform in supporting learning access without space and time limits also strengthens learning motivation and student independence, both in and outside the classroom environment. These factors are the basis for the positive contribution of the use of Quiz media to increasing the effectiveness of history learning.

The development of the Wordwall Quiz as a digital learning resource represents an innovative strategy for increasing the effectiveness of history learning. Based on research findings, the development of the Wordwall Quiz has been shown to have a positive impact on history learning, particularly in enhancing its effectiveness. This aligns with previous research on the positive impact of technology integration, particularly in enhancing student engagement and understanding of history. The Wordwall platform provides accessibility, flexibility, and interactivity, and can enhance the learning process for students, particularly by increasing the effectiveness of history learning.

Several studies also confirm that the use of Wordwall Quiz media is suitable for use in history learning, especially to improve the effectiveness of history learning. Research by Ainishifa et al. (2024) showed that interactive wordwall - based media had a 60.28% influence on the history learning outcomes of class XI IPS students at SMA Negeri 1 Kabun. Research by Hartutik and Aprilia (2024) showed that the development of integrated and innovative learning media using wordwall applications has been proven to improve

students' understanding of social studies learning, evidenced by a significant increase in pre-test and post-test scores , from 39.80 to 53.25. Research conducted by Inayati et al. (2023) showed that learning media quizzes and educational games using Wordwall obtained average scores in limited trials and main trials of 85.10% and 88.31%. This indicates that in general there is an increase in students' positive responses to learning media. Further research by Herska et al. (2023) showed a significant impact on student interest. There was a 73.28 percent increase in student learning interest in cycle I and a 90.78 percent increase in cycle II. These results demonstrate that the implementation of Kahoot!-based interactive quizzes can stimulate student learning interest.

Research by Sayono and Anam (2022) shows that based on product trials that have been conducted, the average learning outcomes before using the interactive quiz product based on Wondershare Quiz Creator for Grade XI was 65.75, increasing to 75.25 after using the interactive quiz product based on Wondershare Quiz Creator. Therefore, it can be concluded that the interactive quiz product based on Wondershare Quiz Creator is effective and suitable for use in history learning. Research by Safitri (2022) shows that there is an increase in learning outcomes from each cycle. This can be seen from the increase in learning outcomes from cycle I to cycle II, indicated by cycle I of 67% and an increase in cycle II to 86%. Based on the data description and discussion, it can be concluded that the application of web wordwall media can improve learning outcomes.

Based on the study above, it can be concluded that the Wordwall Quiz media is considered very suitable and can be used in history learning, especially to improve abilities. analyze and evaluate on the eyes lesson Several research results have also shown that the Wordwall Quiz media is a highly interactive, accessible, and effective medium in increasing learning effectiveness .

6. CONCLUSION

Study this show that quiz media Wordwall proven effective in increase ability analyze and evaluate students in the eye lesson history . Through implementation design interactive and based learning technology , Wordwall capable change atmosphere learning previous history monoton become more dynamic , fun , and competitive . The results of the pre-test and post-test were analyzed through the Paired Sample T-Test shows improvement significant in both ability said , accompanied by with mark high effectiveness based on the eta squared test , namely 0.961 for analyze and 0.731 for evaluate , which is categorized as " effect big ".

Quiz media Wordwall effective increase learning history in vocational school because serve question in a way interesting , giving bait come back direct and flexible used in various device . This media push involvement active student as well as support development skills think level high , appropriate with demands 21st century and approach Freedom to Learn . Besides support achievements cognitive , Wordwall is also capable of overcome saturation student ,

Therefore that , it is suggested that history teachers more active integrate quiz media Wordwall or interactive platform other in the learning process , as well get training For support skills they in designing learning digital- based research this can also become reference for similar media development For eye other lessons required improvement in aspect think critical and evaluative

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