

## Validity of Truth or Dare Card Media for Teaching Negotiation Texts in High School

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### Abstract

In learning negotiation texts, teachers have a central role by providing theoretical foundations, providing opportunities for practice, and using learning media to strengthen students' understanding. This study aims to describe the validity of Truth or Dare card media in learning negotiation text material in high school. This study is a type of Research and Development (R&D) using the ADDIE model. In this study, several stages were carried out, namely: 1) Analysis, 2) Design, 3) Development. After the development stage was carried out, the media was validated by 3 expert validators. The results of the validation test obtained an average score of 4.1 with a percentage of 90% categorized as very valid. Thus, the Truth or Dare card media for learning negotiation text material is worthy of being tested in the teaching and learning process as a learning medium for students and teachers. This media can be implemented effectively in high schools.

**Keywords:** Negotiation Text Learning, Truth or Dare Card Media, Product Validation, ADDIE Model, High School Education

### Abstrak

Dalam pembelajaran teks negosiasi, guru memiliki peran sentral dengan memberikan landasan teori, memberikan kesempatan praktik, dan menggunakan media pembelajaran untuk memperkuat pemahaman siswa. Penelitian ini bertujuan untuk mendeskripsikan validitas media kartu *Truth or Dare* dalam pembelajaran materi teks negosiasi di SMA. Penelitian ini merupakan jenis Penelitian dan Pengembangan (R&D) dengan menggunakan model ADDIE. Dalam penelitian ini dilakukan beberapa tahap, yaitu: 1) *Analyze* (Analisis), 2) *Design* (Perancangan), 3) *Development* (Pengembangan). Setelah dilakukan tahap pengembangan, media divalidasi oleh 3 validator ahli. Hasil uji validasi memperoleh skor rata-rata 4,1 dengan persentase 90% berkategori sangat valid. Dengan demikian, media kartu *Truth or Dare* untuk pembelajaran materi teks negosiasi layak untuk diujicobakan dalam proses belajar mengajar sebagai media pembelajaran bagi siswa dan guru. Media ini dapat diimplementasikan secara efektif di SMA.

**Kata kunci:** Pembelajaran Teks Negosiasi, Media Kartu Truth or Dare, Validasi Produk, Model ADDIE, Pendidikan Sekolah Menengah Atas

## INTRODUCTION

Success in achieving educational goals is related to the teacher's ability to deliver learning materials because the teacher becomes a facilitator to arouse students' enthusiasm in understanding the learning materials (Husaimah et al., 2024). Learning Indonesian is a lesson that contains phenomena or aspects of problems in the social environment that are related to learning in schools. Learning Indonesian mostly contains material about cognitive aspects and lacks reinforcement of the effective and psychomotor aspects of students. Learning Indonesian is basically oriented towards improving language skills, which refer to four things, namely listening, speaking, reading, and writing (Santika & Sudiana, 2021).

Writing skills in this era have an important role. The complexity of writing learning generally makes teachers have to think harder in conveying it, because if it is not delivered effectively, writing learning will be felt difficult by students which results in a decrease in student interest in learning (Yuliawati, 2021). The use of learning media will increase the possibility of students to learn more to understand the context they are learning and improve students' skills in achieving competencies (Tsaqib & Wiyono, 2021). One of them is increasing the competence of learning to write negotiation texts.

Negotiation text is part of the text writing material in the independent learning curriculum which is stated in the learning objectives, namely that students can write negotiation texts by paying attention to the content, structure (orientation, submission, offer, agreement, closing) and linguistic elements. Negotiation activities are basically related to daily activities, for example in bargaining conditions to reach an agreement. The challenge faced by teachers is to make students successful in negotiating. This success needs to be achieved by students through a long learning process, but the hour limits that apply in the curriculum on this material require teachers to build effective learning for students (Setiawan et al., 2021).

Negotiation is a process of interaction and communication between two or more parties who have the same or different interests to reach an agreement that is mutually beneficial or at least acceptable to all parties involved. The essence of the relationship between writing skills and negotiation texts lies in the ability to communicate the intent and purpose of the negotiation in writing effectively and persuasively (Widodo, 2022). Writing negotiation texts is not just about recording talking points, but also involves the ability to formulate arguments, offer solutions, and reach agreements through writing.

The implementation of negotiation text learning in schools involves the role of teachers who provide basic knowledge material by providing practical exercises accompanied by the use of learning media as a support (Putri et al., 2024). Learning media has been widely supported along with the increasing knowledge of the use of sophisticated technology. The use of learning media such as applications that can publish audio or audiovisuals greatly helps teachers to present learning materials in class. This can make the learning atmosphere more different (Sam, Nurmayanti, & Nurjanna, 2021). However, the use of electronic media such as smartphones cannot rule out the possibility for students to lose focus on learning. Students' lack of focus while learning will certainly affect students' attention to the material being taught (Komisia, Tukan, & Leba, 2021). When students use smartphones as a learning medium, there will be notifications of other applications that can divert students' focus during the learning process. This can certainly make students open other applications besides learning materials, so that students' desire to learn becomes less because there are things that are more interesting than the material given. Thus, the selection of the right learning media must also be adjusted to the learning material. Learning models in the current era are very diverse, one of which is the development of learning methods using game media. There are several alternative learning media that can be used, one of which is a card game (Khaira, 2020).

The results of observations conducted by researchers with Indonesian language subject teachers related to problems in the learning process on negotiation text material studied by grade X high school students, that the use of textbooks as one of the sources of material makes students lazy to read because books are contextual, resulting in students not understanding the negotiation text material. The implementation of learning in the classroom received a fairly low response because students tend to have low interest in learning. In addition, teachers also provide opportunities for students to search for learning materials from other media such as smartphones with certain limitations. However, this could make students not search for material but open other applications so that it interferes with students' focus on learning.

Teachers have also used other learning methods using learning media such as PowerPoint, but they are less effective because they are still focused on the teacher so that students start to get bored (Aziz, 2023). Teachers who rarely use a variety of media in learning can cause the learning process to be less effective (Ningsih et al., 2024). Thus, the motivation and interest of students are low so that there is a lack of understanding of the material which then worsens students' ability to develop ideas or ideas that

are relevant to the negotiation context into written form. Students may have ideas in their heads, but find it difficult to put them together into logical sentences and paragraphs (Marlina et al., 2021). If students are given the task of writing a negotiation text, but have difficulty starting or developing ideas, it is possible that students will only copy the example text given by the teacher or copy from the internet without really understanding the underlying negotiation principles. Of course, this will not improve students' understanding of the material.

Attaqiana (2016) stated that teachers who explain learning materials are not enough by just practicing questions or reading contextual books. Innovation in learning media is needed to improve students' understanding, skills, and enthusiasm for learning. Games as learning media will be able to create a fun, entertaining and interesting learning atmosphere (Nasrudin et al., 2020). Games will trigger a sense of joy and enthusiasm in students. When students feel happy, they will be more motivated to learn and explore the learning material. This can be done by using Truth or Dare cards.

Based on several problems above, innovative learning media are needed to improve students' understanding and motivation in learning negotiation texts. Efforts that can be made by using Truth or Dare card learning media. Prahesti & Mintohari (2023) explained that Truth or Dare card media is a card game that is played in groups using two types of cards, namely "Truth" cards and "Dare" cards. In accordance with its meaning, the two types of cards have different characteristics. Truth cards are statement cards that require true and false answers. Dare cards are cards that contain questions that require answers.

In this case, the use of Truth or Dare card media for students' writing skills has potential, but needs to be modified and adjusted so that it is truly effective and relevant to the purpose of learning to write negotiation texts. Researchers considered and modified the Truth or Dare card for students' writing skills in negotiation texts. On the Truth card, replacing statements with true and false answers into questions about the negotiation text material that can stimulate thinking about the goals and principles of negotiation. Meanwhile, the Dare card replaces questions that require answers into challenges in the form of negotiating by designing strategies, tactics, and writing related to the negotiation text. With the right modifications, the Truth or Dare card can be a tool that can help improve students' negotiation text writing skills.

In the selection of learning media, this card is expected to be able to visualize this so that it is easier for students to understand, so appropriate and interesting learning media are needed, so that students can be expected to understand the learning material of negotiation texts by practicing directly in addition to prioritizing theory. In the development of this Truth or Dare card media, it will focus on question, challenge, and answer cards. This card is adjusted to the material in Indonesian language lessons on negotiation text material and is supported by a display that attracts students' interest in learning. The development of Truth or Dare Card Media for Learning Negotiation Text Material in High Schools is expected to be a new innovation in interesting and fun learning and makes it easier for students to understand negotiation text material.

## METHOD

This study uses the Research and Development (R&D) development model. Research and Development (R&D) aims to research, design, develop, and validate the resulting product (Marbella et al., 2024). The R&D method is a process of creating a product and testing the effectiveness and feasibility of the product (Ginanjari et al., 2023). Research and Development (R&D) is a deliberate, systematic research method to find, improve, develop, produce, or test the effectiveness of products, models, or

methods, strategies, and methods that are superior, new, effective, efficient, productive, and meaningful (Solikin & Amalia, 2019).

The development procedure used in this study is the ADDIE model. The ADDIE model is a systematic learning development model that is developed in a programmed manner with systematic sequences of activities in an effort to solve learning problems related to learning resources that are in accordance with the needs and characteristics of students. The ADDIE model consists of five stages, namely Analyze, Design, Development, Implementation, and Evaluation.

**Table 1. Stages of ADDIE Model Development**

Development Stage	Activities
Analyze	Identifying learning content/material, analyzing curriculum needs, learning environment conditions, and the target users of the media.
Design	Formulating an instructional media design that aligns with the analysis results.
Development	Realizing the instructional media design by involving experts or colleagues for feedback.
Implementation	Using the instructional media and gathering feedback from users regarding the quality of the instructional media.
Evaluation	Evaluating and revising the instructional media.

Adapted (Branch, 2009)

The development procedure in the ADDIE development model is relatively simple in its systematic application. In this study, several stages will be carried out, namely: 1) Analyze, 2) Design, 3) Development. This study produces a product in the form of a Truth or Dare card for learning negotiation text material in high school which will be validated by an expert validator. Data analysis in this study went through two stages, namely changing the category value into an assessment score and the score was analyzed using a formula. The following is the score calculation formula based on the results of the expert team's assessment:

$$\frac{\sum \text{Total Score obtained from Research}}{\sum \text{Total Ideal Score for All Items}} \times 100\%$$

**Figure 1. Score Calculation Formula**

The analysis results from the score calculation are converted into predicate form using a likert scale. The percentages are as follows:

**Table 2. Validation Categories of Material and Language Experts**

Percentage (%)	Validity Level	Description
0% - 20%	Very Invalid	Needs revision
20.1% - 40%	Less Valid	Needs revision
40.1% - 60%	Fairly Valid	Needs revision
60.1% - 80%	Valid	Partial revision
80.1% - 100%	Very Valid	No revision needed

Adapted (Nadzif et al., 2022)

Media expert validation is carried out to ensure that the media developed has met high quality standards, is effective, and is in accordance with user needs. The use of a scale of 4 in media expert assessments to make firmer decisions, because there is no "neutral" or "sufficient" option. This encourages a clearer and more focused assessment.

**Table 3. Media Expert Validation Categories**

Percentage (%)	Validity Level	Description
0% - 55%	Not Valid	Needs revision
56% - 65%	Less Valid	Needs revision
66% - 80%	Valid	No revision needed
81% - 100%	Very Valid	No revision needed

Adapted (Puspitasari & Pratiwi, 2018)

## RESULT AND DISCUSSION

### 1. Analyze

The analysis stage is the initial stage carried out by analyzing needs before developing the product to determine the use of learning media during learning (Solikin & Amalia, 2019). Needs analysis was carried out by distributing needs questionnaires to students. The distribution of the questionnaire obtained the following results:

**Table 4. Summary of Material Needs Analysis Questionnaire**

No	Statement	Average	Percentage (%)	Category
1	Students expect to receive detailed learning about negotiation texts.	3.58	71.66%	Needed
2	Students want to understand the meaning of negotiation text.	4.11	82.22%	Highly Needed
3	Students want to understand the structure of negotiation texts.	3.75	75%	Needed
4	Students want to understand the linguistic elements of negotiation texts.	3.36	67.22%	Needed
5	Students feel they must understand the steps for writing negotiation texts.	3.41	68.33%	Needed
6	Students have difficulty determining submissions and offers in negotiation texts.	3	60%	Needed
7	Students have difficulty conveying agreement after an offer in a negotiation text.	2.69	53.88%	Fairly Needed
8	Students are expected to be able to apply the learning objectives of negotiation texts in everyday life.	4.05	81.11%	Highly Needed
9	Students have difficulty in structuring negotiation texts.	3.11	62.22%	Needed
10	Students have difficulty developing a text in accordance with the linguistic elements of the negotiation text.	3.41	68.33%	Needed
<b>Average</b>		<b>3.45</b>	<b>69%</b>	<b>Needed</b>

The results of the material needs aspect show that the final average score is 3.45 with a percentage of 69% in the needed category. These results confirm that there is a gap between the available materials and students' needs in understanding negotiation texts. Students expect to receive detailed learning about negotiation texts so that they can help them write negotiation texts according to the structure, linguistic elements, and applicable rules. Thus, it is necessary to develop learning media to help students understand negotiation texts.

**Table 5. Summary of Media Needs Analysis Questionnaire**

No	Statement	Average	Percentage (%)	Category
1	Learning negotiation texts in schools does not yet use interesting and innovative learning media.	3.38	67.77%	Needed
2	Students expect learning media for negotiation texts with new innovations that are more interesting and not boring.	4.66	93.33%	Highly Needed
3	Students expect learning media for negotiation texts to be used anywhere and anytime.	4.33	86.66%	Highly Needed
4	Students like to learn while playing to make it more interesting and not monotonous.	4.5	90%	Highly Needed
5	Students hope that learning about negotiation texts will be delivered using card game media.	3.97	79.44%	Needed
6	Students feel that the learning media provided is less motivating for learning enthusiasm, making it difficult to understand negotiation texts.	3.58	71.66%	Needed
<b>Average</b>		<b>4.07</b>	<b>81.48%</b>	<b>Highly Needed</b>

The results of the media needs aspect show that the final average score is 4.07 with a percentage of 81.48% in the highly needed category. These results confirm the gap between the available media and students' needs in understanding negotiation texts. Students expect learning media for negotiation texts with new innovations that are more interesting and not boring so as to motivate students enthusiasm for learning in understanding negotiation texts that can be used anytime and anywhere. Thus, it is necessary to develop learning media to help students understand negotiation texts.

**Table 6. Summary of Evaluation Needs Analysis Questionnaire**

No	Statement	Average	Percentage (%)	Category
1	Students feel they must understand the learning objectives of negotiation texts.	4.47	89.44%	Highly Needed
2	Students want negotiation text material to be presented in an interesting and enjoyable way.	4.77	95.55%	Highly Needed
3	Students feel that learning negotiation texts at school is less varied and boring.	3.55	71.11%	Needed
4	Students understand the material more quickly if the learning of negotiation texts is presented in a more varied way.	4.5	90%	Highly Needed
<b>Average</b>		<b>4.32</b>	<b>86.52%</b>	<b>Highly Needed</b>

The results of the evaluation needs aspect show that the final average score is 4.32 with a percentage of 86.52% in the highly needed category. These results confirm that there is a gap between the available evaluations and students' needs in understanding negotiation texts. Students understand the material faster if the learning of negotiation texts is presented in a more varied way so that students can apply the learning objectives of negotiation texts in everyday life. This evaluation aims to ensure that the learning media developed are in accordance with the needs of students and the learning context. Thus, it is necessary to develop learning media to help students understand negotiation texts.

## **2. Design**

The design stage is the stage for making a plan for a predetermined product (Isnanita et al., 2024). The development product produced in this study is the Truth or Dare card on the negotiation text material for class X SMA. After carrying out the analysis stage, the design stage is continued. The design stage in developing the Truth or Dare card media goes through the following three stages:

### **a. Initial Part**

This initial part consists of packaging (card packaging) and the front cover of the card. On the packaging there is the Riau University logo, the Merdeka synchronization logo, the card title, namely Truth or Dare, the title of the material, and the author's identity. The design uses soft blue and white colors. The front cover of the card contains the Riau University logo, the Merdeka curriculum logo, the title of the material and the author's identity. Using colorful soft colors, a combination of purple, pink, blue, green, yellow, and white.

### **b. Content Section**

The content section consists of four parts, namely material explanation, game instructions, Truth or Dare cards and puzzle cards. Presentation of negotiation text material for grade X SMA starting from the definition, characteristics, structure, linguistic elements, steps for writing negotiation texts, and examples of negotiation texts. Truth or Dare cards are made to increase student motivation during classroom learning and to create good participation and group cooperation. The text negotiation puzzle card is a card that is obtained if you find an action symbol that gives a special effect on the card game which is marked by the presence of a puzzle symbol between the Truth and Dare cards.

### **c. Closing Section**

This section is an evaluation containing subjective questions regarding writing negotiation texts.

## **3. Development**

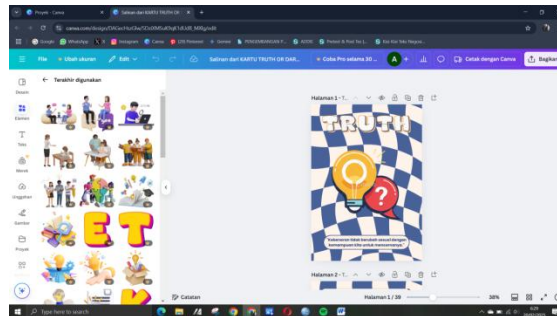
The development stage is part of the creation and integration of media components based on the design that has been designed (Rusmayana, 2021). After the product is made, an evaluation or assessment is carried out by experts in their fields to validate or assess the feasibility of the product design.

### **1. Making Truth or Dare Card Media**

The following is presented objectively and completely the final form of the development of the Truth or Dare card media.

a. Product Making

This section shows the process of making media that is compiled using the Canva application.



**Figure 2. Canva Display**

b. Initial Part

This initial part consists of the packaging (card packaging) and the front cover of the card.



**Figure 3. Packaging and Front Cover**

On the card packaging there is the logo of the University of Riau, the Merdeka curriculum logo, the title of the card, namely Truth or Dare, the title of the material, and the identity of the author. The packaging aims to provide better protection so that it is not easily damaged. The design uses soft blue and white colors. The front cover of the card contains the title of the material and the author's identity. Using colorful soft colors, a combination of purple, pink, blue, green, yellow, and white and equipped with supporting animated images.

c. Content Section

The content section consists of 4 parts, namely material description, game instructions, Truth or Dare cards and puzzle cards.





Figure 4. Material Description

The description of the material contains an explanation of the negotiation text material from the definition, characteristics, structure of the negotiation text, linguistic elements of the negotiation text, steps for writing a negotiation text, and examples of negotiation texts. The material is summarized in such a way that students can more easily understand the negotiation text material.



Figure 5. Truth or Dare Card Game Instructions

The game instructions are used to provide students with an understanding of how to use the Truth or Dare cards. The gameplay consists of 8 stages that students must complete in stages.



**Figure 6. Truth or Dare Card**

This card is made as part of strengthening the negotiation text material containing questions and challenges. This card is used in the form of a game to create an active learning atmosphere, train students to think creatively, increase enthusiasm and good group cooperation. The Truth card contains questions about the negotiation text material that can stimulate thinking about the goals and principles of negotiation. Meanwhile, the Dare card contains challenges in the form of strategies, tactics, and negotiating related to the negotiation text. Equipped with animated characters to support the negotiation text material.



**Figure 7. Puzzle Card**

Puzzle cards are part of additional cards that are obtained if you find an action symbol that gives a special effect on the card game, marked by the presence of a puzzle symbol between the Truth card and the Dare card. There are only 5 puzzle symbols among the Truth or Dare cards.

#### d. Closing Section

This section contains an evaluation of negotiation text learning in the form of subjective questions. This evaluation is carried out to measure students' ability to write negotiation texts.



**Figure 8. Evaluation Card**

The evaluation card contains subjective questions about writing negotiation texts according to the given question instructions. Students will create negotiation texts on the student assignment sheets provided by the teacher by paying attention to the structure, linguistic elements, and correct writing rules related to writing negotiation texts.

## 2. Product Validation

Product validation is carried out to determine the feasibility and effectiveness of learning media to systematically evaluate and revise the learning media developed according to the objectives to be achieved, so that they can be implemented properly in the teaching and learning process (Nurhayati, 2019). The validation process is carried out by three expert validators, namely material, media, and language experts. The experts who are validators in this study are as follows:

**Table 7. Name of Expert Validator**

No	Validator Expert	Expertise
1	Expert 1	Language Validation Expert
2	Expert 2	Media Validation Expert
3	Expert 3	Material Validation Expert

The results of the assessment from each expert validator are as follows:

**Table 8. Expert Validation Results**

No	Validation Aspect	Average Score	Percentage (%)	Criteria
1	Language Validation	4.5	90%	Very Valid
2	Media Validation	3.5	92%	Very Valid
3	Material Validation	4.3	88%	Very Valid

The results of the validation of the language aspect are categorized as very valid with an average of 4.5 with a percentage of 90%. This language aspect is very important to ensure that the quality of the language contained in the media that is developed can provide clear, straightforward, and easy-to-understand information for its use in learning. Good media must be able to communicate information

effectively and ensure that the language used is appropriate and able to convey the message correctly (Zakiyah et al., 2022).

In the media validation aspect, it is categorized as very valid with an average of 3.5 with a percentage of 92%. This media aspect is very important for assessing the quality of the media design that is developed. The media aspect ensures that the media is effective, attractive, and easy to use by students (Zulhafizh, 2021). The media aspect also ensures that the type of media chosen is in accordance with the learning objectives to be achieved.

The results of the validation of the material aspect are categorized as very valid with an average of 4.3 with a percentage of 88%. This material aspect is important to ensure that the suitability of the material presented in the learning media is accurate, correct, and in accordance with the applicable facts. The material aspect helps ensure that the selected material is relevant to the learning objectives that have been set (Haptanti et al., 2024). Overall, it can help improve the quality of the learning media that is developed.

### **3. Product Revision**

This revision was carried out to identify deficiencies and make improvements based on the identified weaknesses (Nursela et al., 2022). Researchers received several comments and suggestions from expert validators, which were then used as valuable references in revising the developed product. Material experts suggested the addition of content related to the steps for writing negotiation texts and recommended simplifying sentences in one of the questions on the Truth card. Media experts advised enlarging the text on the card media and replacing several animated images to better align with the questions presented. Meanwhile, language experts emphasized the importance of correct punctuation and appropriate vocabulary usage, in accordance with the rules of proper Indonesian language writing.

## **CONCLUSION**

Product validation is crucial to ensure that the developed product meets educational standards and learning needs. The validity of the product is determined based on assessments by expert validators in the areas of material, media, and language. The results of the product validation test showed an average score of 4.1, corresponding to a 90% validity percentage. Therefore, the Truth or Dare card media for teaching negotiation texts is deemed suitable for use in the teaching and learning process. This media can be effectively implemented in high schools, allowing teachers to use it for topics with similar characteristics to enhance student engagement. Furthermore, future researchers are encouraged to expand the Truth or Dare card media to cover other materials beyond negotiation texts or to develop a digital version that aligns with current technological and information advancements.

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