

The Effect of Using the Baamboozle Game on the Civic Education Learning Outcomes of Third-Grade Students at MI Sirojul Anwar

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media games *baamboozle* terhadap hasil belajar PKn peserta didik kelas III di MI Sirojul Anwar. Metode penelitian yang digunakan adalah kuasi eksperimen dengan desain *Non-Equivalent Control-Group Design*. Sampel penelitian terdiri dari 60 peserta didik yang dibagi menjadi kelas eksperimen (30 peserta didik) dan kelas kontrol (30 peserta didik). Instrumen penelitian berupa tes esai yang terdiri dari 20 soal dan telah diuji validitasnya menggunakan korelasi *Product Moment* dengan nilai r tabel 0,361, menghasilkan 15 soal valid dan 5 soal tidak valid. Uji reliabilitas menggunakan *Cronbach's Alpha* diperoleh nilai 0,858 yang termasuk kategori sangat tinggi. Teknik analisis data meliputi uji normalitas *Shapiro-Wilk*, uji homogenitas *Levene's Test*, uji *Paired Sample T-Test*, dan uji *Independent Sample T-Test* menggunakan SPSS 23. Hasil penelitian menunjukkan rata-rata *pretest* kelas eksperimen sebesar 28,13 meningkat menjadi 38,66 pada *posttest* dengan peningkatan sebesar 36,95% atau naik 10,53 poin. Kelas kontrol meningkat dari 27,66 menjadi 32,86 dengan peningkatan 18,75% atau naik 5,20 poin. Berdasarkan uji *Independent Sample T-Test* diperoleh nilai signifikansi $0,000 < 0,05$ yang berarti terdapat pengaruh yang signifikan penggunaan media *baamboozle* terhadap hasil belajar PKn peserta didik. Dapat disimpulkan bahwa media games *baamboozle* efektif dalam meningkatkan hasil belajar PKn.

Kata Kunci: *Baamboozle*, Hasil Belajar, PKn, Media Pembelajaran, Sekolah Dasar

Abstract

This study aims to determine the effect of using the *Baamboozle* game on the Civic Education learning outcomes of third-grade students at MI Sirojul Anwar. The research method used was a quasi-experimental study with a *Non-Equivalent Control-Group Design*. The research sample consisted of 60 students divided into an experimental class (30 students) and a control class (30 students). The research instrument was an essay test consisting of 20 questions, the validity of which was tested using the *Product Moment* correlation with a table r value of 0.361, resulting in 15 valid questions and 5 invalid questions. The reliability test using *Cronbach's Alpha* yielded a value of 0.858, which falls into the very high category. Data analysis techniques included the *Shapiro-Wilk* normality test, *Levene's Test* for homogeneity, *Paired Sample T-Test*, and *Independent Sample T-Test* using SPSS 23. The results showed that the experimental class's *pretest* average of 28.13 increased to 38.66 on the *posttest*, representing a 36.95% increase or a rise of 10.53 points. The control class increased from 27.66 to 32.86, representing an 18.75% increase or a rise of 5.20 points. Based on the *Independent Sample T-Test*, a significance value of $0.000 < 0.05$ was obtained, indicating a significant effect of the use of the *Baamboozle* game on students' Civic Education learning outcomes. It can be concluded that the *Baamboozle* game is effective in improving Civic Education learning outcomes.

Keywords: *Baamboozle*, Learning Outcomes, Civic Education, Learning Media, Elementary School

Introduction

Civics education (PKn) is a subject that instills national character values in accordance with the principles of Pancasila, with the aim of fostering a generation imbued with a spirit of nationalism (Suhandi & Furnamasari, 2022). Civics is not only oriented toward intellectual aspects but also emotional and social ones in shaping students' personalities as good citizens (Mendrofa et al., 2025). Civic education teaches students to understand, respect, and apply moral principles in daily life, as well as instill a sense of responsibility as active citizens in a democratic society.

The importance of Civic Education (PKn) is paramount because it serves to instill the values of Pancasila, democracy, and a sense of national and civic identity in students. Through Civic Education, students are expected to understand their rights and responsibilities as citizens and to develop a sense of responsibility in their social, national, and civic lives (Sihombing & Hutagalung, 2024). In the era of globalization, the urgency of Civic Education has increased because it plays a role in shaping a younger generation that possesses a national perspective and is capable of facing various social and cultural challenges (Ayu & Sukmayadi, 2023).

However, in practice, Civic Education instruction in schools still faces various challenges. Civics education still largely relies on lecture-based methods without interactive media, resulting in students being less interested and less active in the learning process, so that the affective and psychomotor aspects have not developed to their full potential (Fitri et al., 2025). The lack of interactive learning media leads to low student engagement in civics education, and students' learning outcomes in civics have not yet reached optimal proficiency in accordance with established standards.

Learning outcomes are a measure of the assessment of learning activities, expressed in symbols, letters, or sentences that describe the results achieved by students. Not all students can achieve maximum learning outcomes, partly due to the suboptimal use of learning media (Augistira, Shinta, 2022). The importance of learning outcomes is paramount as they serve as the primary benchmark for the success of the learning process and the attainment of student competencies. Through learning outcomes, teachers can assess students' level of understanding, provide appropriate feedback, and refine the teaching methods and strategies employed. Furthermore, learning outcomes serve as the basis for decision-making in planning future instruction, determining remedial programs, and improving the overall quality of education (Anwar, 2021).

Based on observations conducted at MI Sirojul Anwar, it was found that teachers did not use interactive teaching materials during lessons. This made the lessons monotonous and led to a lack of enthusiasm among students in participating in the teaching and learning process. This situation resulted in low levels of understanding and suboptimal learning outcomes among students. Therefore, more engaging and interactive teaching materials are needed to make the learning process more effective.

One interactive tool believed to enhance learning outcomes is Baamboozle. Baamboozle is a web-based platform that is easily accessible without the need to log in, offering quiz games that can be played in groups or individually (Tsurayya & Sukmawati, 2023). The urgency of using Baamboozle in learning lies in its ability to significantly improve student learning outcomes through a more active, interactive, and enjoyable learning process. The use of Baamboozle encourages students to participate more actively, discuss, collaborate in groups, and develop critical and analytical thinking skills (Yunita, Nurlinda, 2024). Several previous studies have demonstrated that this medium is effective in improving learning outcomes across various subjects (Bangol, 2022). Based on this background, this study aims to determine whether there is a significant effect of using the Baamboozle game medium on the Civic Education learning outcomes of third-grade students at MI Sirojul Anwar..

Method

This study employs a quantitative approach using a quasi-experimental design. The research design used is a non-equivalent control-group design, which requires two sample classes: an experimental class that receives instruction using the Baamboozle learning medium, and a control class that uses conventional methods (Anantasia, 2025).

The study was conducted at MI Sirojul Anwar, Bojongsempu Timur RT 04/RW06, Cilebut Barat Village, Sukaraja Subdistrict, Bogor Regency, in 2026. The study population consisted of all 60 third-grade students, with a sample of 60 students divided into an experimental class (Class III A, 30 students) and a control class (Class III B, 30 students) using purposive sampling.

The data collection method involved an essay-based achievement test administered before the pretest and after the posttest. The research instrument consisted of 20 essay questions based on Bloom's Taxonomy of the cognitive domain, covering the skills of analyzing (C4), evaluating (C5), and creating (C6). The validity of the instrument was tested using the Product Moment correlation with $N=30$ and a significance level of 0.05, yielding a table r of 0.361. Of the 20 items, 15 were found to be valid. The reliability test using Cronbach's Alpha yielded a value of 0.858, which falls within the range of 0.80–1.00, categorized as very high and suitable for use.

The data analysis techniques included a normality test using the Shapiro-Wilk test at a significance level of 0.05, a homogeneity test using Levene's test, a paired-sample t -test to determine the differences between pretest and posttest scores in each class, and an independent-samples t -test to compare posttest scores between the experimental and control classes. All statistical analyses were performed using SPSS Version 23.

Results and Discussion

Description of Learning Outcome Data

The results of the descriptive analysis indicate a significant difference in learning outcomes between the experimental class and the control class. The complete descriptive statistics for both classes are presented in the following table.

Tabel 1.

Description of Pretest and Posttest Statistical Data

Data Group	N	Range	Min	Max	Mean	Std. Dev
Control Pretest	30	16	20	36	27,66	3,262
Control Posttest	30	18	24	42	32,86	4,150
Experimental Pretest	30	17	18	35	28,13	4,207
Experimental Posttest	30	23	28	51	38,66	4,729

(Source: data processed by the researcher, 2026)

According to Table 1, in the control class, the average pretest score of 27.66 increased to 32.86 on the posttest, representing an increase of 5.20 points or 18.75%. Meanwhile, in the experimental class, the average pretest score of 28.13 increased to 38.66 on the posttest, representing an increase of 10.53 points or 36.95%. The initial ability levels of the students in both classes were relatively balanced, with a pretest difference of only 0.47 points; thus, the difference in posttest achievement can be validly attributed to the treatment administered. The improvement in the experimental class was nearly double that of the control class, indicating

that the use of the Baamboozle medium is more effective in improving Civic Education learning outcomes.

Comparison Chart of Pretest and Posttest Averages

To further illustrate the improvement in learning outcomes, the following bar chart compares the average pretest and posttest scores of the two classes.

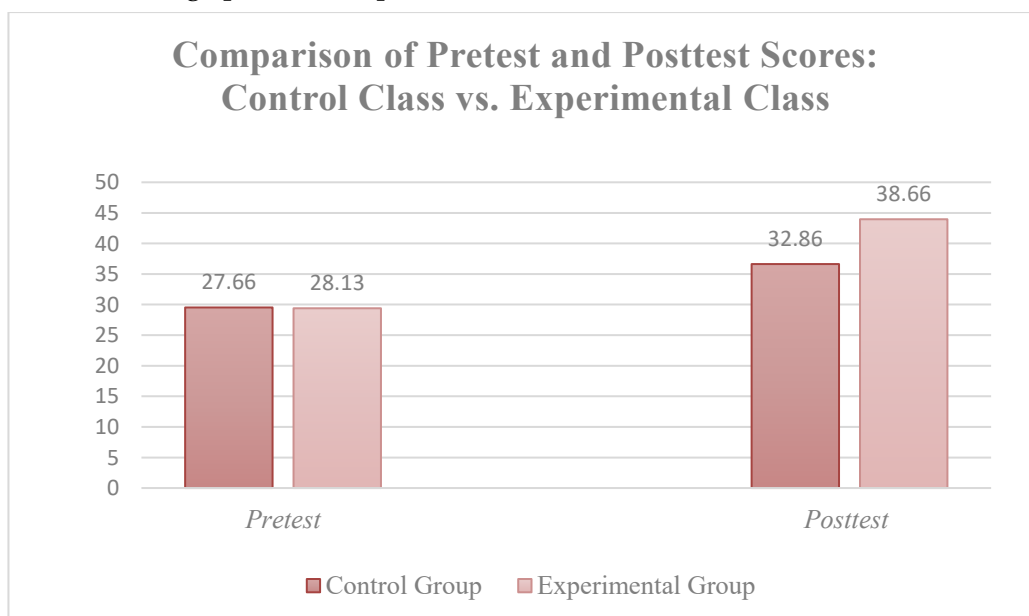


Figure 1. Comparison of Average Pretest and Posttest Scores for the Control and Experimental Groups

Figure 1 clearly shows that the experimental class experienced a much greater increase than the control class after the treatment was administered. The posttest score of the experimental class (38.66) is significantly higher than that of the control class (32.86), while the pretest scores of both classes were nearly identical. This visually confirms that the use of the Baamboozle medium has a significant impact on improving Civic Education learning outcomes. This medium accommodates visual and kinesthetic learning styles and enhances students' active engagement in the teaching-learning process.

Before conducting the hypothesis test, a prerequisite test was first performed. The results of the normality test using the Shapiro-Wilk test showed that all four data groups had significance values greater than 0.05, namely the control pretest at 0.314, the control posttest at 0.899, the experimental pretest at 0.272, and the experimental posttest at 0.084, indicating that all data were normally distributed. The results of the homogeneity test using Levene's Test showed a significance value of $0.722 > 0.05$, meaning the data have homogeneous variance. With these two assumptions met, the parametric test can proceed.

A paired-sample t-test was conducted to determine whether there was a significant difference between the pretest and posttest scores in each class. In the experimental class, the mean difference was -10.533 with a significance value (Sig., two-tailed) of $0.000 < 0.05$. This indicates a significant difference between the pretest and posttest scores in the experimental class, suggesting that the use of the Baamboozle medium resulted in a significant improvement in learning outcomes. In the control class, a mean difference of -5.200 was obtained with a significance value of $0.000 < 0.05$, which also showed a significant improvement, although much smaller than that of the experimental class. This comparison confirms that the Baamboozle media has a greater impact than conventional learning.

A hypothesis test was conducted using an independent samples t-test to compare the posttest scores of the experimental and control classes. The test results showed a significance value (Sig., two-tailed) of $0.000 < 0.05$ with a mean difference of 5.8 points. This means that the

alternative hypothesis (Ha) is accepted, indicating that the use of the Baamboozle learning medium has a significant effect on the Civic Education (PKn) learning outcomes of third-grade students at MI Sirojul Anwar.

Based on the results of the descriptive analysis, student learning outcomes in third-grade Civic Education classes at MI Sirojul Anwar showed an improvement in both the control and experimental classes. However, the extent of the improvement differed significantly. This finding is consistent with the theory of learning outcomes proposed by (Ramly dan Muhammad Idrus, 2023) which states that learning outcomes are an indicator that can demonstrate students' level of ability and understanding in learning. The increase in posttest scores in both classes serves as clear evidence that a meaningful learning process has taken place among the students.

The learning outcomes achieved encompass cognitive aspects as described in Bloom's Taxonomy, which include the ability to analyze (C4), evaluate (C5), and create (C6) (Andri Kurniawan, 2022). These indicators were used in this study as benchmarks to measure the extent of students' understanding of Civics material. The experimental class demonstrated superior performance in all three domains, as evidenced by higher average posttest scores. This indicates that the Baamboozle medium not only helps students retain material but also fosters higher-order thinking skills.

Factors contributing to the low learning outcomes in the control class can be attributed to the still-conventional nature of the learning environment. As stated by (Siregar, 2024), learning outcomes are influenced by both internal and external factors. External factors related to the teaching methods and learning media used by teachers are among the key variables in determining students' learning outcomes. The use of lecture methods without interactive media results in students being less actively engaged in the learning process, leading to suboptimal understanding. This is supported by research (Octaviasari et al., 2024) which states that if students' learning outcomes remain low, this indicates that the learning process is not yet functioning optimally, necessitating improvements in the teaching methods employed by teachers. Therefore, the use of innovative interactive media such as Baamboozle serves as a relevant alternative solution to enhance students' learning outcomes.

The Baamboozle learning platform is a web-based platform that is easily accessible without the need to log in or create an account. This platform offers quiz games that can be played in groups or individually, making it suitable for both offline and online learning (Tsurayya & Sukmawati, 2023). In this study, the Baamboozle platform was implemented in the experimental class as the primary medium in the Civic Education learning process, with the aim of creating a more active, interactive, and enjoyable learning environment.

The implementation of the Baamboozle platform in Civic Education classes at MI Sirojul Anwar has been successful. Students in the experimental class appear more enthusiastic and active in participating in the learning process than before. This is because the Baamboozle platform presents the material in the form of engaging quiz games, thereby encouraging students to participate actively. This aligns with the statement by (Maulana Murti, 2023) that interactive media can stimulate students' thinking processes, making them more active in understanding and processing the information presented.

The use of Baamboozle in the classroom also fulfills the three main objectives of media utilization as outlined by (Syawaluddin, 2022), conveying information in a more accessible and engaging manner, motivating students to engage more actively in learning, and creating meaningful and interactive learning activities. These three objectives were proven to have been achieved through the implementation of Baamboozle in the experimental class, as reflected in the increased enthusiasm, engagement, and learning outcomes of the students.

In addition, the Baamboozle platform is capable of accommodating various learning styles among students, particularly visual and kinesthetic learning styles. This medium presents

information in an engaging visual format accompanied by interactions that require active student participation. This aligns with the view (Daniyati et al., 2023) that instructional media encompasses anything capable of conveying a message through various channels such as stimulating students' thoughts, emotions, and motivation thereby fostering effective learning processes.

Research (Ilmatius et al., 2021) also supports these findings by demonstrating that training teachers at MI schools in the use of technology-based edugames such as Baamboozle has been shown to improve teachers' teaching skills and foster more innovative learning. Thus, the use of Baamboozle in Civic Education (PKn) lessons at MI Sirojul Anwar not only has a positive impact on students but also serves as a tool for teachers to develop their pedagogical competencies in integrating technology into the learning process.

Based on the results of the hypothesis test using an independent samples t-test, a significance value of Sig. (2-tailed) of 0.000 was obtained, which is less than 0.05. This indicates that there is a significant effect of the use of the Baamboozle learning medium on the Civic Education learning outcomes of third-grade students at MI Sirojul Anwar. The average posttest score for the experimental class was 38.66, higher than that of the control class at 32.86, with a difference of 5.8 points. This finding proves that the alternative hypothesis (H_a) is accepted, namely that there is a positive and significant effect of the use of the Baamboozle learning media on the Civic Education learning outcomes of the students.

The results of this study are consistent with the research conducted by (Bangol, 2022) titled "The Effectiveness of Using Baamboozle Learning Media to Improve Learning Outcomes in Islamic Religious Education in Grade 10 at SMK Negeri 1 Kotamobagu," which showed that the use of Baamboozle media effectively improved students' learning outcomes. This study confirms that digital game-based media can create a more enjoyable learning experience and improve students' understanding of the subject matter.

Furthermore, a study (Sari & Lubis, 2024) titled "The Effect of Using the Baamboozle Learning Medium on the Learning Outcomes of Students at State Madrasah Ibtidaiyah" also supports the findings of this study. The results of that study indicate that the Baamboozle learning media has a positive effect on student learning outcomes at the elementary madrasah level. This reinforces the notion that Baamboozle is an appropriate and relevant medium for implementation at the elementary education level, including in Civic Education (PKn) instruction.

The significant impact of the Baamboozle platform on learning outcomes can also be explained through learning media theory. As stated by (Theresia et al., 2022), interactive learning media is an effective solution for creating a more engaging learning environment, improving learning outcomes, and reinforcing students' conceptual understanding. Baamboozle, as a web-based interactive medium, meets these criteria by presenting quizzes in a game format that actively engages students.

The positive impact of Baamboozle can also be linked to the theory of meaningful learning. Students do not merely passively receive information but are directly engaged in the learning process through interaction with enjoyable media. This aligns with the principles of ideal Civic Education (PKn) learning according to (Aminah, 2022) which emphasizes active, participatory, contextual, and scientific learning by connecting the material to students' real-life experiences. Learning that actively and enjoyably engages students has been proven to enhance their conceptual understanding and learning outcomes.

Thus, it can be concluded that the use of the Baamboozle learning medium has a positive and significant impact on the Civic Education learning outcomes of third-grade students at MI Sirojul Anwar. This finding is supported by various relevant previous studies and reinforced by existing theories on learning media and learning outcomes. The Baamboozle media has proven capable of creating a more active, enjoyable, and effective learning environment,

making it a recommended tool for teachers to enhance the quality of Civic Education instruction in elementary schools.

Conclusion

Based on the results of the study and discussion regarding the effect of using the Baamboozle game on the Civic Education learning outcomes of third-grade students at MI Sirojul Anwar, the following conclusions can be drawn.

First, the learning outcomes of students in the third-grade Civic Education class at MI Sirojul Anwar prior to the intervention indicated relatively balanced initial abilities between the two classes. After the learning process, the control class, which used conventional methods, achieved a posttest average of 32.86, representing an increase of 18.75% or a rise of 5.20 points from the pretest score of 27.66. This indicates that conventional instruction still yields improvements in learning outcomes, albeit not very significant.

Second, the use of the Baamboozle learning medium in third-grade Civic Education lessons at MI Sirojul Anwar proceeded smoothly and effectively. The Baamboozle media was implemented in the form of a web-based interactive quiz game played in groups. During the learning process, the students appeared more enthusiastic, actively engaged in discussions, and eager to answer questions. This media successfully created a fun, interactive, and competitive learning atmosphere, thereby motivating the students to participate more actively in Civic Education lessons.

Third, there is a significant effect of the use of the Baamboozle learning media on the Civic Education learning outcomes of third-grade students at MI Sirojul Anwar. This is evidenced by the results of the Independent Samples T-Test, with a significance level (Sig., two-tailed) of $0.000 < 0.05$. The average posttest score for the experimental class was 38.66, higher than that of the control class at 32.86, with a difference of 5.8 points. The experimental class showed an increase of 36.95% or a rise of 10.53 points, while the control class increased by only 18.75% or a rise of 5.20 points. Thus, the alternative hypothesis (H_a) is accepted, indicating that the use of the Baamboozle media has a positive and significant effect on the Civic Education learning outcomes of the students.

Based on these findings, it is recommended that teachers utilize the Baamboozle media as an interactive and enjoyable alternative learning medium for Civic Education in elementary schools. Schools are expected to support the use of technology-based media by providing adequate facilities and infrastructure. Future researchers can expand this study with a larger sample size, a broader scope of material, and by considering other variables such as student motivation and learning styles.

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