

The Effect of Blooket-Based Interactive Game Media on Fourth-Grade Students' Learning Outcomes in Natural and Social Sciences (IPAS)

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ABSTRACT : This study investigated the effect of Blooket-based interactive game media on the learning outcomes of fourth-grade students at SD Negeri 1 Kadacua, North Buton Regency. A quantitative approach was employed using a pre-experimental one-group pretest-posttest design. The participants were 21 fourth-grade students enrolled during the 2025/2026 academic year. Data were collected through achievement tests, observation, and documentation. The research instrument consisted of 10 multiple-choice items administered as pretests and posttests on the topic of human needs in Natural and Social Sciences (IPAS). Data were analyzed using descriptive and inferential statistics with SPSS version 26, including normality testing, homogeneity testing, and a paired-samples t-test. The results showed an increase in the mean score from 43.81 on the pretest to 76.19 on the posttest, representing an improvement of 32.38 points. The paired-samples t-test yielded a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the pretest and posttest scores. Therefore, H_0 was rejected and H_a was accepted. These findings demonstrate that Blooket-based interactive game media significantly improved students' learning outcomes. The use of Blooket also created a more interactive, enjoyable, and positively competitive learning environment that encouraged active student engagement and supported students' understanding of IPAS content. Blooket-based interactive game media can therefore serve as an alternative digital learning medium for improving learning outcomes in elementary school education.

Keywords: Interactive Learning Media, Blooket Educational Game, Learning Outcomes, IPAS, Elementary School.

INTRODUCTION

Learning media constitute an essential component of the instructional process because they function as tools for conveying learning messages and content while stimulating students' thoughts, emotions, attention, and motivation to participate in learning activities. The appropriate use of learning media can therefore facilitate the achievement of instructional objectives more effectively and efficiently (Daniyati et al., 2023). In elementary education, learning media are particularly important because students are still developing concrete and abstract thinking abilities. Consequently, instructional content needs to be presented through learning experiences that are visual, contextual, interactive, and appropriate to students' developmental characteristics.

The rapid development of information and communication technology has transformed the use of learning media in elementary schools. Learning media are no longer limited to conventional resources such as textbooks, printed worksheets, and static visual aids but have increasingly developed into digital and interactive resources that support visualization, interaction, practice, assessment, and immediate feedback. This transformation provides opportunities for teachers to create more engaging learning environments and facilitate active student participation. Kasmawati et al. (2025) emphasize that the transformation of learning media in elementary education is closely related to the need for instructional innovation that is responsive to technological developments and students' changing learning characteristics. Thus, the integration of digital media should not merely emphasize the use of technology but should also support the achievement of meaningful and student-centered learning.

The development of digital learning media also provides opportunities to present learning content in a more visual and interactive manner. In science learning, for example, digital media can help students visualize concepts that are difficult to understand through verbal explanations alone. The use of interactive presentations and digital visualizations can facilitate students' understanding by connecting abstract concepts with more concrete learning experiences (Hasnawiah et al., 2024). Similar findings are reflected in the development of technology-based learning media for elementary school science, in which digital media have been designed to support students' interaction with learning content and improve the attractiveness of the learning process (Kasmawati et al., 2023). Therefore, the use of interactive digital media has considerable potential to strengthen students' engagement and understanding in elementary school learning.

The transformation of learning media has also influenced the implementation of learning assessment. Conventional assessment practices that rely primarily on printed question sheets and written tests may provide limited opportunities for students to receive immediate feedback and may contribute to a monotonous learning experience. Digital assessment offers an alternative by combining evaluation with interactive features, immediate feedback, and more engaging learning activities. Through digital platforms, assessment can be integrated with instructional activities so that students experience evaluation not merely as a process of measuring achievement but also as part of an active learning experience (Permatasari et al., 2023). The integration of technology into learning and assessment also requires teachers to possess adequate digital literacy and the ability to select media that are appropriate to instructional objectives and students' characteristics (Ekadayanti et al., 2024).

One interactive digital learning medium that combines assessment and game-based learning is Blooket. Blooket is a web-based educational platform that enables teachers to present quizzes through various game modes, scoring systems, competitive activities, and visually engaging interfaces. Through these features, students can answer questions while participating in an enjoyable and challenging learning environment. Blooket can be implemented individually or collaboratively, thereby providing opportunities to increase students' participation, motivation, and engagement in the learning process (Astindari et al., 2024). Rilasanti et al. (2025) explain that Blooket is an interactive quiz-based learning platform that provides diverse game modes and can be utilized as a learning resource. The integration of educational content with game-based activities allows students to engage with learning material in a more enjoyable manner while indirectly strengthening their understanding through active participation. Astuti (2025) similarly emphasizes that the use of game-based digital media can create a more dynamic learning environment that is compatible with the characteristics of elementary school students.

The effectiveness of Blooket is closely related to its ability to combine learning activities with elements of competition, challenge, feedback, and enjoyment. Pratiwi et al. (2025) reported that the use of Blooket positively influenced students' learning motivation and learning outcomes. Fajar (2025) also explains that game-based digital media can increase students' enthusiasm and active participation because students are involved directly in learning activities. In this context, Blooket is not merely a tool for presenting questions but can function as an interactive learning medium that encourages students to learn through active involvement. The use of digital visual media in elementary education has likewise been shown to provide opportunities for students to engage with learning content in a more attractive and meaningful manner (Saputra & Parisu, 2024).

Learning outcomes represent changes in students' abilities following their participation in the learning process. These changes may involve knowledge, attitudes, skills, understanding, and the ability to apply knowledge in particular contexts (Hikmawati et al., 2023). Learning outcomes are therefore important indicators of the effectiveness of instructional activities. Saputra et al. (2025) explain that students' academic achievement is related to their ability to process and understand information, indicating that the development of learning outcomes is influenced by the quality of students' learning experiences. Accordingly, instructional strategies and learning media that actively involve students are important factors in supporting the achievement of optimal learning outcomes.

In fourth-grade Natural and Social Sciences (IPAS) learning, students are expected not only to memorize concepts but also to understand, apply, and relate

learning content to everyday life. The topic of human needs, for example, requires students to understand different types of needs, the ways in which these needs are fulfilled, and the importance of establishing priorities in daily life. Such content requires learning experiences that can help students connect concepts with real-life situations. The integration of interactive digital media can provide students with opportunities to engage with learning material through questions, challenges, immediate feedback, and repeated practice. Furthermore, science learning in elementary schools should ideally be oriented toward the development of meaningful understanding and the integration of broader competencies, including literacy and character development (Parisu et al., 2025).

Preliminary observations conducted at SD Negeri 1 Kadacua, North Buton Regency, indicated that the implementation of learning and assessment activities remained predominantly dependent on conventional methods, including teacher explanations, textbooks, and written tests. Although these methods remain important components of instruction, their dominant use may provide limited opportunities for students to participate actively and experience learning through interactive activities. The assessment process was also perceived as relatively monotonous because students were primarily required to complete written questions. This condition indicates the need for innovative learning media that can combine learning content with interactive activities and provide students with a more engaging learning experience.

Previous studies have reported positive findings regarding the use of Blooket. Azmi et al. (2025) found that Blooket-based game media improved students' learning outcomes in learning about natural resources. Rahman and Rinaldi (2026) reported that game-based learning supported by Blooket produced higher learning gains than conventional learning. Riskayanti (2024) also found that Blooket contributed to the improvement of elementary school students' cognitive learning outcomes. These findings indicate that Blooket has potential as an interactive learning medium for improving students' academic achievement. However, research examining the use of Blooket in fourth-grade IPAS learning, particularly in the context of human needs, remains limited. In addition, studies employing a one-group pretest-posttest design in the context of elementary schools in North Buton Regency are still relatively limited.

The use of interactive digital media should also be understood as part of a broader transformation in elementary education. Technology-based learning media can support active learning when they are designed and implemented according to learning objectives, students' characteristics, and the content being taught (Kasmawati et al., 2025). In addition, teachers' digital competence is important in determining whether technology can be used effectively in the classroom (Ekadayanti et al., 2024).

Thus, the use of Blooket requires not only access to digital technology but also appropriate instructional planning so that game-based activities remain focused on the achievement of learning objectives.

Based on the theoretical considerations, previous research, and preliminary findings, this study aimed to examine the effect of Blooket-based interactive game media on the learning outcomes of fourth-grade students at SD Negeri 1 Kadacua, North Buton Regency. The study is expected to contribute empirically to the development of interactive digital learning media in elementary education, particularly in IPAS learning. Practically, the findings may provide teachers with an alternative instructional strategy that integrates learning content, digital technology, and game-based activities in an interactive and enjoyable learning environment. Through the implementation of appropriate digital learning media, students are expected to participate more actively, receive immediate feedback, strengthen their understanding of learning content, and achieve improved learning outcomes.

METHODS

This study employed a quantitative approach with a pre-experimental research design. The specific design used was a one-group pretest-posttest design, in which a single group of students completed a pretest before treatment and a posttest after treatment. This design was selected because the research setting provided access to only one fourth-grade class for the intervention. Accordingly, students' learning outcomes were measured and compared before and after the implementation of Blooket-based interactive game media.

The study was conducted at SD Negeri 1 Kadacua, Kulisusu District, North Buton Regency, during the 2025/2026 academic year. The population comprised all 102 students enrolled at SD Negeri 1 Kadacua. The sample consisted of 21 fourth-grade students selected as research participants. The independent variable was the use of Blooket-based interactive game media, whereas the dependent variable was students' learning outcomes in Natural and Social Sciences (IPAS), specifically the topic of human needs.

Data were collected through tests, observation, and documentation. The test served as the primary instrument for measuring students' learning outcomes. The pretest was administered before the implementation of the treatment to determine students' initial understanding of the topic, while the posttest was administered after the treatment to measure changes in students' learning outcomes following the use of Blooket-based interactive game media. The test instrument consisted of 10 multiple-choice items developed according to the learning objectives and indicators of the IPAS topic of human needs. The items were designed to measure students' understanding

of concepts related to types of human needs, the fulfillment of needs, and the prioritization of needs in daily life.

Observation was conducted during the learning process to obtain information regarding the implementation of Blooket-based interactive game media and students' participation during instruction. The observation focused on students' attention, participation, enthusiasm, interaction, and involvement in answering questions and completing game-based learning activities. Documentation was used to complement the research data and included instructional materials, learning activities, student work, and photographs documenting the implementation of the research.

The data were analyzed using descriptive and inferential statistics. Descriptive analysis was used to describe the characteristics of students' pretest and posttest scores, including the mean, median, mode, standard deviation, minimum score, and maximum score. Inferential analysis was conducted to determine whether there was a significant difference between students' learning outcomes before and after the implementation of Blooket-based interactive game media.

Before testing the research hypothesis, the data were examined through a normality test to determine whether the pretest and posttest data were normally distributed. A homogeneity test was also conducted to examine the similarity of variance between the data sets. Because the research employed a one-group pretest-posttest design, the paired-samples t-test was used to determine whether the difference between the pretest and posttest scores was statistically significant. All statistical analyses were conducted using SPSS version 26 for Windows.

The hypothesis was tested at a significance level of 0.05. If the significance value (Sig. 2-tailed) was less than 0.05, H_0 was rejected and H_a was accepted, indicating a statistically significant difference between students' pretest and posttest learning outcomes. Conversely, if the significance value was greater than 0.05, H_0 was accepted and H_a was rejected. The research design is presented in Table 1.

Table 1. One-Group Pretest-Posttest Design

Pretest	Treatment	Posttest
O_1	X	O_2

Note: O_1 represents the pretest administered before the implementation of Blooket-based interactive game media; X represents the treatment involving the use of Blooket-based interactive game media in IPAS learning; and O_2 represents the posttest administered after the treatment.

RESULT AND DISCUSSION

RESULT

The results demonstrated a substantial improvement in students' learning outcomes after the implementation of Blooket-based interactive game media in IPAS learning on the topic of human needs. The improvement was identified by comparing students' descriptive statistics before and after the treatment. The mean score increased from 43.81 on the pretest to 76.19 on the posttest, representing a mean gain of 32.38 points. This increase indicates that students demonstrated better achievement after participating in learning activities supported by Blooket-based interactive game media.

Table 2. Descriptive Statistics of Pretest and Posttest Scores

Statistic	Pretest	Posttest
Valid N	21	21
Mean	43.81	76.19
Median	40	80
Mode	30	90
Std. Deviation	15.645	15.645
Minimum	20	50
Maximum	70	100
Sum	920	1600

As presented in Table 2, the posttest results were considerably higher than the pretest results. The mean score increased by 32.38 points, indicating an improvement in students' overall learning achievement following the implementation of Blooket-based interactive game media. The median increased from 40 to 80, while the mode increased from 30 to 90. These changes indicate that the typical performance of students improved substantially after the treatment.

The improvement was also evident in the range of scores. The maximum score increased from 70 on the pretest to 100 on the posttest, while the minimum score increased from 20 to 50. This finding indicates that the improvement was not limited to students who initially demonstrated relatively high achievement but also occurred among students with lower initial performance. Thus, the use of Blooket-based interactive game media appeared to support a general improvement in students' learning outcomes.

Table 3. Distribution of Learning Outcome Categories

Category	Score	Pretest f (%)	Posttest f (%)
Excellent	90–100	0 (0.00%)	8 (38.09%)
Good	70–89	3 (14.29%)	7 (33.33%)

Fair	56–69	2 (9.52%)	6 (28.58%)
Poor	40–55	9 (42.86%)	0 (0.00%)
Very Poor	<30	7 (33.33%)	0 (0.00%)
Total	–	21 (100%)	21 (100%)

The distribution of learning outcome categories presented in Table 3 further confirms the improvement in student achievement. Before the treatment, 9 students (42.86%) were categorized as Poor and 7 students (33.33%) as Very Poor. In contrast, after the implementation of Blooket-based interactive game media, no students remained in either of these categories. The number of students in the Excellent category increased from 0 to 8 students (38.09%), while the Good category increased from 3 students (14.29%) to 7 students (33.33%).

This shift demonstrates a positive movement in the distribution of students' learning outcomes. The findings suggest that Blooket-based interactive game media not only increased the average score but also contributed to the improvement of students' overall achievement levels. The game-based and interactive features of Blooket may have provided students with opportunities to engage more actively with the learning content while receiving immediate feedback during the learning process.

Table 4. Assumption and Hypothesis Test Results

Test	Indicator	Value	Decision
Normality	Pretest Sig.	0.109	Normally distributed
Normality	Posttest Sig.	0.095	Normally distributed
Homogeneity	Levene Sig.	0.808	Homogeneous
Paired-samples t-test	t	-16.690	Significant
Paired-samples t-test	Mean difference	-32.381	Posttest higher
Paired-samples t-test	Sig. (2-tailed)	0.000	H ₀ rejected; H _a accepted

The assumption tests presented in Table 4 indicated that the pretest and posttest data met the requirements for inferential analysis. The normality test produced significance values of 0.109 for the pretest and 0.095 for the posttest. Both values were greater than 0.05, indicating that the data were normally distributed. The homogeneity test produced a Levene significance value of 0.808, which was also greater than 0.05, indicating homogeneous variances.

The paired-samples t-test produced a t-value of -16.690 and a mean difference of -32.381. The negative mean difference resulted from the calculation of the pretest score minus the posttest score, indicating that the posttest score was higher than the pretest score. The significance value (Sig. 2-tailed) was 0.000, which was less than 0.05. Therefore, H₀ was rejected and H_a was accepted.

The statistical findings demonstrate that there was a significant difference between students' learning outcomes before and after the implementation of Blooket-based interactive game media. Accordingly, Blooket-based interactive game media had a statistically significant effect on the learning outcomes of fourth-grade students at SD Negeri 1 Kadacua, North Buton Regency. The improvement in students' mean scores, score distribution, and statistical test results collectively confirms the positive contribution of Blooket-based interactive game media to students' learning achievement in the IPAS topic of human needs.

DISCUSSION

The findings demonstrate that the implementation of Blooket-based interactive game media was associated with a substantial improvement in the learning outcomes of fourth-grade students in IPAS, particularly on the topic of human needs. The mean score increased from 43.81 on the pretest to 76.19 on the posttest, representing an improvement of 32.38 points. This increase indicates that Blooket functioned not merely as an entertainment platform but also as an interactive instructional medium that supported students' understanding of learning content. The improvement may be attributed to the presentation of questions in an engaging game format, the provision of immediate feedback, and the use of scores and rankings, which encouraged students to remain attentive and actively participate throughout the learning process.

The inferential analysis further confirmed the improvement in students' learning outcomes. The paired-samples t-test yielded a t-value of -16.690 with a significance value of 0.000. Because the significance value was less than 0.05, the difference between students' pretest and posttest scores was statistically significant. Therefore, the improvement in learning outcomes was not merely a descriptive increase but represented a statistically significant change following the implementation of Blooket-based interactive game media.

From a pedagogical perspective, Blooket supports active learning by directly involving students in answering questions, recalling concepts, receiving feedback, and evaluating their understanding. The competitive yet enjoyable nature of the platform can increase students' attention and motivation during learning activities. The leaderboard feature may encourage healthy competition, while the availability of different game modes can reduce the monotony commonly associated with conventional written assessments. This finding is consistent with Astindari et al. (2024), who emphasized that interactive educational games can increase student participation and create a more engaging learning environment.

The findings also support Pratiwi et al. (2025), who reported that the use of Blooket positively influenced students' motivation and learning outcomes. Similarly, Azmi et al. (2025), Rahman and Rinaldi (2026), and Riskayanti (2024) reported that

Blooket-based learning activities could improve students' achievement across different subjects and educational contexts. The present study contributes additional empirical evidence by examining the use of Blooket in a fourth-grade IPAS classroom at SD Negeri 1 Kadacua using a one-group pretest-posttest design. The findings also reinforce the broader view that the transformation of learning media in elementary education should be directed toward more interactive, engaging, and student-centered learning experiences (Kasmawati et al., 2025).

The effectiveness of Blooket-based interactive media was also closely related to the teacher's role as a facilitator. The teacher was not limited to delivering instructional content but also guided students, explained the learning material, managed the use of digital media, and encouraged active participation. The teacher's facilitation was important in ensuring that the game-based activities remained aligned with the learning objectives. In this regard, digital media should not be viewed as a substitute for the teacher but as a tool that can strengthen the instructional process when appropriately integrated with pedagogical planning.

The findings are also relevant to the development of digital literacy in elementary education. The use of digital learning media requires students to interact with technology in a structured and purposeful manner. Therefore, the implementation of Blooket can provide opportunities for students to develop familiarity with digital learning environments while engaging with subject matter. This is consistent with Ekadayanti et al. (2024), who emphasized the importance of developing digital literacy competencies among elementary school teachers through the creation and use of digital learning media. The integration of technology into learning should consequently be accompanied by appropriate teacher guidance and classroom management.

The improvement in learning outcomes may further be explained by the compatibility between Blooket's interactive features and the characteristics of elementary school students. Fourth-grade students generally respond positively to visual stimulation, games, challenges, and learning activities that provide direct opportunities for participation. When IPAS content was presented through interactive quizzes and game-based activities, students obtained a more concrete and engaging learning experience. This format supported students' understanding of concepts related to primary, secondary, and tertiary needs, as well as the ways in which human needs are fulfilled and prioritized in everyday life.

The findings also indicate that interactive digital media can support the development of more meaningful learning experiences when the media are connected to appropriate content and learning objectives. In IPAS learning, students are expected not only to memorize concepts but also to understand their relevance to daily life. The

use of digital media can therefore facilitate more engaging learning experiences, particularly when teachers design questions and activities that encourage students to relate concepts to real-life situations. In this context, digital learning media can support the integration of conceptual understanding, scientific literacy, and character development in elementary education (Parisu et al., 2025).

Overall, the findings contribute to the discussion of digital learning innovation in elementary education. Blooket-based interactive game media can serve as an alternative medium for supporting students' learning outcomes by combining instructional content with interactive and game-based activities. The findings may be relevant to teachers, school leaders, and other educational stakeholders seeking to develop learning environments that are more active, engaging, and responsive to students' learning characteristics. Nevertheless, the use of digital media should be implemented strategically and supported by adequate technological infrastructure, teacher competence, and effective classroom management.

This study has several limitations. First, the one-group pre-experimental design did not involve a control group; therefore, the observed improvement cannot be attributed exclusively to Blooket without considering other possible factors. Second, the sample consisted of only 21 students from one fourth-grade class, limiting the generalizability of the findings. Third, the study focused primarily on cognitive learning outcomes measured through multiple-choice tests and did not examine changes in affective outcomes, learning motivation, collaboration, or student engagement in depth. Future studies should therefore employ stronger experimental designs involving control groups, larger samples, and broader indicators of learning outcomes. Further research may also examine the long-term implementation of Blooket and its integration with other instructional models to determine its sustained effects on academic achievement, digital literacy, collaboration, and student engagement.

CONCLUSION

The findings demonstrate that Blooket-based interactive game media significantly improved the learning outcomes of fourth-grade students at SD Negeri 1 Kadacua, North Buton Regency, in the IPAS topic of human needs. The mean score increased from 43.81 on the pretest to 76.19 on the posttest, representing a gain of 32.38 points. The distribution of learning outcome categories also shifted positively, with students moving from the lower achievement categories toward the Good and Excellent categories. The paired-samples t-test produced a significance value of 0.000 ($p < 0.05$); therefore, H_0 was rejected and H_a was accepted.

These findings indicate that Blooket-based interactive game media can serve as an alternative digital learning medium for improving elementary school students'

learning outcomes. Its interactive and game-based features can create a more enjoyable learning environment, encourage active student participation, provide immediate feedback, and support teachers in monitoring students' understanding. However, its implementation should be carefully planned and supported by adequate digital devices, internet connectivity, teacher competence, and effective classroom management. Future research should involve larger samples, control groups, and broader learning outcome indicators to provide stronger evidence regarding the effectiveness and long-term potential of Blooket in elementary education.

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