

Development of Edutainment Learning Media History Adventure Indonesian Hindu-Buddhist History Based on Local History Bima-Dompu

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Abstract

Historian Adventure is an edutainment learning medium that incorporates both educational and entertainment components with the objective of rendering the process of learning history more engaging and interactive. The objective of this research is to develop edutainment learning media, Historian Adventure, on Indonesian history during the Hindu-Buddhist period based on Bima-Dompu local history at the university level. The research methodology employed is that of development research (R&D), with reference to Thiagarajan's 4-D (Four-D) model, which comprises four stages: defining, designing, developing, and disseminating. This research involved the input of material experts, learning media experts, and 30 students enrolled in the History Education Study Program at STKIP Yapis Dompu. The results of the feasibility study indicate that the developed media meets the highest standards of feasibility, with an initial assessment by media experts yielding a score of 89.23% (very feasible) and an increased score of 95.38% in the second stage. The results of the initial trial demonstrated a feasibility score of 86.54%, indicating a high level of suitability for the intended purpose. The subsequent trial yielded a similar score of 86.64%, confirming the continued high feasibility of the learning media. In light of the aforementioned results, it can be posited that the Historian Adventure learning media is an efficacious pedagogical tool for the acquisition of knowledge pertaining to Indonesian history during the Hindu-Buddhist period, based on local history. The adventure format enables students to engage with historical events, identify Hindu-Buddhist kingdoms, and comprehend the impact of Hindu-Buddhist religion and culture, particularly in the context of Bima-Dompu.

Keywords:

edutainment; history; media; Hindu Buddhist

Abstrak

Historia Adventure adalah media pembelajaran edutainment yang menggabungkan elemen hiburan dan pendidikan untuk membuat pembelajaran sejarah lebih menarik dan interaktif. Penelitian ini bertujuan untuk mengembangkan media pembelajaran edutainment *Historia Adventure* mengenai Sejarah Indonesia pada masa Hindu-Budha berbasis sejarah lokal Bima-Dompu di tingkat perguruan tinggi. Jenis penelitian yang digunakan adalah penelitian pengembangan (R&D) dengan mengacu pada model 4-D (Four-D) Thiagarajan, yang terdiri dari empat tahap: pendefinisian (define), perancangan (design), pengembangan (develop), dan penyebaran (disseminate). Penelitian ini melibatkan ahli materi, ahli media

pembelajaran, dan 30 mahasiswa Program Studi Pendidikan Sejarah STKIP Yapis Dompu. Hasil kelayakan menunjukkan bahwa media yang dikembangkan memenuhi standar kelayakan yang sangat baik, dengan penilaian oleh ahli media pada tahap pertama memperoleh angka 89,23% (sangat layak), dan meningkat menjadi 95,38% pada tahap kedua. Uji coba tahap I menunjukkan skor 86,54% (sangat layak), sementara uji coba tahap II menghasilkan skor 86,64%, yang juga masuk dalam kategori sangat layak. Berdasarkan hasil ini, dapat disimpulkan bahwa media pembelajaran *Historia Adventure* efektif digunakan dalam pembelajaran sejarah Indonesia masa Hindu-Budha berbasis sejarah lokal. Dengan format petualangan, media ini memungkinkan mahasiswa mengeksplorasi peristiwa sejarah, mengenal kerajaan-kerajaan Hindu-Budha, serta memahami pengaruh agama dan budaya Hindu-Budha, terutama di Bima-Dompu.

Kata Kunci:

edutainment; Hindu Budha; media; sejarah



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Introduction

The history of Indonesia during the Hindu-Buddhist period represents a core area of expertise, comprising a 2-credit subject that is a mandatory component of the History Education Study Programmed curriculum. It is imperative that students be introduced to the history of Indonesia during the Hindu-Buddhist period based on the local culture of Bima-Dompu. This will enable them to recognize their local identity and appreciate other ethnic or regional identities. The advent and subsequent proliferation of Hindu-Buddhist belief systems in Indonesia commenced in the 4th century AD, facilitated by the Indian trade route (Susetyo, 2014). This was followed by the dissemination of Buddhism in the 5th century. This religion flourished in the great kingdoms of Sriwijaya, Majapahit and Mataram, and played a significant role in shaping the cultural identity of Indonesia, including that of Bima-Dompu (Sidqi Alfarez, 2024).

In Bima and Dompu, evidence of Hindu-Buddhist influence can be observed between the 10th and 14th centuries, particularly through connections with the Majapahit kingdom and smaller kingdoms on Sumbawa Island (Susetyo, 2014). These connections facilitated the transfer of Hindu-Buddhist cultural elements between the two regions. The influence is reflected in a number of areas, including art, architecture, government systems and religious ceremonies (Setyawati, 2014). In this latter case, the rulers of Bima adopted elements of Hindu-Buddhist culture in their own government systems. In Bima, for instance, the impact of this cultural exchange is evident in the evolution of the sultanate tradition. Similarly, although Dompu was more isolated, it also underwent a process of cultural absorption, adopting elements of this shared heritage.

During this period, the Bima kingdom was influenced by the Hindu-Buddhist Majapahit culture, as evidenced by the presence of temples and inscriptions that attest to the cultural interaction between the two kingdoms (Alfarez, 2024). Despite its greater isolation, Dompu was also subject to the influence of Hindu-Buddhist culture, which affected the lifestyle of its inhabitants. This influence persisted until the sixteenth century, when Islam became the dominant religion in the region, replacing the previous religions and gradually altering the religious and cultural landscape. Furthermore, it will provide active opportunities for students to

independently explore information about the culture that developed in their region (Husnul et al., 2022). The optimal approach to learning Indonesian history during the Hindu-Buddhist period is one that employs a multifaceted array of historical sources, encompassing oral, written, and digital sources, as a pedagogical tool for historical inquiry (Wahyuni & Ninawati, 2020). The use of information technology will contextualize the material on Indonesian history during the Hindu-Buddhist period in a way that makes it come alive, as if it were present at this time and not confined to the limitations of verbalistic material processing, such as the lecture method (Sintya, 2019).

A review of the learning process in the classroom revealed several issues. Primarily, the learning process of Indonesian History during the Hindu-Buddhist period requires the use of learning media to facilitate students' understanding of events or relics of Hindu-Buddhist Indonesian History, particularly those pertaining to the local History and Culture of Bima-Dompu in West Nusa Tenggara Province. Secondly, audio-visual learning media has never been employed in the learning process of Indonesian History during the Hindu-Buddhist period. Thirdly, the learning media currently in use is relatively limited in scope, comprising only PowerPoint presentations and textbooks derived from previous research. In addition to students readily acquiring and comprehending the knowledge and subject matter conveyed by lecturers, students are also actively engaged in the learning process, thereby overcoming the potential for boredom during the learning process (Munawar & Suryadi, 2019). The comprehension of learning material is enhanced when it is supported by the use of learning media (Sintya^a et al., 2019). In order to design innovative, creative and engaging learning, it is essential that the learning strategy is streamlined by optimizing the learning media. The learning media developed in this research is an example of edutainment historian adventure learning media assisted by YouTube videos.

Historian adventure edutainment media is a multimedia format that combines elements of history and adventure, with the objective of providing an engaging and informative learning experience for students (Irawan, 2019). The use of edutainment history adventure media has been demonstrated to enhance student interest and engagement, facilitating an interactive and enjoyable learning experience. The presentation of historical material in a visual and narrative format facilitates enhanced memory retention among students. The edutainment concept integrates elements of entertainment and education, thereby rendering the process of historical learning more engaging and less tedious.

Furthermore, it facilitates the growth of students' critical and creative abilities through the challenges presented in games or narratives. However, one potential drawback of edutainment media is that it may prioritize entertainment over historical accuracy (Darmawan, 2020). This could result in a lack of depth or distortion of the historical material. Additionally, the creation of this media requires substantial resources and technological devices that may not be readily available in all educational settings. Furthermore, not all students may respond in the same way, and historical accuracy may be compromised to align with the narrative or gameplay of the story or game.

The utilization of edutainment media in the context of historical education can facilitate the acquisition of knowledge in a manner that is both engaging and pertinent to the real world. Furthermore, it can foster the development of empathy

and a more profound comprehension of historical events. However, it is essential to ensure that the balance between entertainment and education is maintained, in order to ensure the efficacy of this approach. Given the extensive and complex material pertaining to Indonesian history during the Hindu-Buddhist period, it is evident that a more comprehensive and accessible approach to learning is necessary (Widya et al., 2020). The incorporation of edutainment in the form of YouTube videos offers a valuable opportunity to facilitate a more effective and engaging understanding of this historical period. The following YouTube links provide further insight into the local history of Bima and Dompu, including the first wadupa'a site (<https://youtu.be/v-1y5geIcOM?si=uxQZI5NNXERmGVhK>), the second dorobata site (<https://youtu.be/1NqCXukfYyo?si=XAhwV-2-DmpctCHW>), and the third Pura Agung Udaya Parwata Tambora site (<https://youtu.be/Dva04DPzy1w?si=4fnqTaxSeWjyz7dA>).

The Indonesian history teaching material applied in this research pertains to the Hindu-Buddhist period. It is hypothesized that Hindu culture exerted an influence on Sumbawa Island, particularly in the Bima region, through the medium of trade, politics and the dissemination of religion by priests or Brahmins from Java and Bali (Setyawati, 2014). Based on the relative dating of the Wadupa'a inscription, F.H. Van Naerssen estimated that Hindu culture began to develop in Bima in the mid-14th century (Alfarez, 2024). However, further research has indicated that the influence of Hinduism in this area can be traced back to the 8th or 9th century AD.

This is connected to the advent of King Indra Zamrud in 745 Saka (823 AD), who is thought to be the founder of the Bima kingdom. King Indra Zamrud was a descendant of a Javanese nobleman named Sang Bima, who had succeeded in uniting various regions or *ncuhi* into an influential kingdom (Hamzah, 2019). Subsequent to the tenure of King Indra Zamrud, the Bima kingdom continued to expand, ultimately becoming one of the most significant kingdoms in the archipelago, exerting considerable influence on the region's history and culture. The kingdom was ruled by 16 kings in a continuous line of succession until the end of the 16th century. The Hindu-Buddhist influence in Bima is further evidenced by inscriptions at the Wadu Pa'a site that employ the Pallawa language, which was also utilized by the earliest Hindu kingdoms in Indonesia, such as Kutai Kartanegara in East Kalimantan, led by King Mulawarman (Alfarez, 2024). The use of the Pallawa language in Bima evinces a proximate relationship between the kingdom of Bima and Hindu kingdoms in Java, Bali and Kalimantan. This reflects the profound influence of Hinduism in shaping the social and cultural structure of the region.

The following is a list of the kings of the Bima Kingdom during the period when it was still a Hindu kingdom: 1). Indera Zamrut, 2). Batara Indera Bima, 3). Batara Sang Luka, 4). Batara Sang Bima, 5). Batara Matra Indarwata, 6). Batara Matra Inderatarati, 7). Manggampo Jawa, 8). Puteri Ratna Lila, 9). Maharaja Indera Kumala, 10). Batara Indera Luka, 11). Maharaja Bima Indera Seri, 12). Mawaa Paju Longge, 13). Mawaa Indera Mbojo, 14). Mawaa Bilmana, 15). Manggampo Donggo, 16). Tureli Nggampo, 18). Mawaa Ndapa, 19). Ruma Samara, 20). Ruma Sarise, 21). Ruma Mantau Asi Sawo, 22). Ruma manuru Sarei, 23). Tureli Nggampo, 24). Mambora di Sapega, 25). Mantau Asi Peka (Haris et al., 2017).

The Kingdom of Bima, situated on Sumbawa Island, has a lengthy historical background that has been significantly shaped by Hindu cultural influences, as evidenced by the list of kings (Susetyo, 2014). The kingdom demonstrates a continuous governmental structure from the reign of King Indera Zamrut in the 8th or 9th century AD onwards, with the use of royal titles that incorporate the term 'Batara', which is derived from the Hindu concept of divine power. Notable monarchs such as Batara Indera Bima, Batara Sang Luka, and Batara Sang Bima exemplify the influence of Hindu traditions on the kingdom's governmental and social structures. Despite the occurrence of changes in social and cultural structures throughout the course of its history, the king's titles have retained their Hindu heritage. Furthermore, the Kingdom of Bima had connections with major kingdoms such as Majapahit and Sriwijaya, which served to further enrich the Hindu influence in the region. The names of these kings constitute an essential element in the study of Bima-Dompu's history and culture.

The presence of Hindu and Buddhist influences in Bima is substantiated by both written and archaeological evidence. A number of sites in Bima, including Tato Village, Sila Village, Wadu Tunti and Batu Pahat, have yielded artefacts that demonstrate the influence of both religions (Haris et al., 2017). In Tato Village, statues of Trimurti and Syiwamahakala were discovered, which were presumed to have been removed by Muslim groups during the tenure of Sultan Abdullah (Irawan, 2019). In Sila Village, phalluses were discovered that had been used as grave headstones, reflecting the combination of ancestor worship and Shiva (Susetyo, 2014).

In Wadu Tunti, inscriptions and reliefs depicting figures in the wayang style, including Lord Shiva, were discovered (Nopiyanto, 2024). The Batu Pahat site displays the presence of Hindu and Buddhist artifacts, including statues of Ganesa and Agastya, as well as Buddhist stupas and statues, which collectively indicate the worship of both religions. Furthermore, the influence of Hinduism is evident in the toponyms of Bima (derived from the Old Javanese 'Bhima') and other place names, including Bata Ncandi, Sila, and Mahameru (Alfarez, 2024). The aforementioned evidence indicates that prior to the advent of Islam, between 1350 and 1600; the region of Bima was already imbued with the influence of Shiva Hinduism (Haris et al., 1997).

In the Bima-Dompu region, three Hindu-Buddhist heritage sites remain, reflecting the local history (Haris et al., 1997). These are the Great Udaya Parwata Tambora Temple, the Dorobata site, and the Wadu Pa'a site. Pura Agung Udaya Parwata Tambora is a Hindu shrine established in 1984 in the form of a 'turus lumbung', situated on the western slope of Mount Tambora in a village called Oibura Tambora, within the Bima Regency of Sumbawa Island, 525 km from Denpasar, Bali. The Doro Bata site is a sacred edifice that served as a place of worship for Hindus in the past (Irawan, 2019). The Wadu Pa'a site (Bima language), which translates to 'carved stone', is situated on the banks of Wadu Pa'a Bay. Alternatively known as the Cliff Temple site, this site takes the form of relief carvings on a rock cliff, similar to the Gunung Kawi Temple site in Tampaksiring, Bali (Husnul et al., 2022).

One of the learning media that employs technology while maintaining an emphasis on engaging educational elements is that which is packaged in the format of edutainment. The Historian adventure edutainment media affords students the

opportunity to interact with both lecturers and learning resources. Edutainment media represents a popular and contemporary form of technology in the field of education (Darmawan, 2020), designed to incorporate elements of entertainment into the subject matter. The integration of entertainment components into educational activities has the potential to enhance students' motivation and engagement, thereby fostering a positive learning environment. This is a fundamental principle of edutainment media (Widya et al., 2020). The integration of diverse forms of entertainment, encompassing games, videos, films, music, the internet, and multimedia, represents a pivotal aspect of the evolution of edutainment media.

One of the internet applications that can be employed as an educational learning medium is the YouTube video (Tryas, 2022). The YouTube video platform offers users the ability to upload, share, and view videos through a unified and straightforward interface, aligning with the technological demands of the modern age (Aldin, et al., 2023). This necessitates that educators possess the requisite skills to leverage technology in the learning process (Johan et al., 2023). The advantages of YouTube include the provision of a diverse range of video content in the field of education, with the platform offering a valuable medium for learning (Sintya, 2019).

It is anticipated that learning media with an edutainment history and adventure narrative will confer a number of benefits. Primarily, the material presented will be more readily comprehensible to students, as it will not be conveyed in a verbalistic manner. Secondly, the learning methods employed will be more diverse. Thirdly, students will become more actively engaged in a range of activities. Fourthly, learning will be more engaging. Fifthly, it will overcome the limitations of physical space (Sintya, 2019).

The following studies are relevant to this research project, which builds upon the work of (Husnul et al., 2022). That study, entitled 'Development of Hindu-Buddhist History Learning Tools Using PjBL to Improve Students' Critical Thinking Skills', aimed to develop Hindu-Buddhist history learning tools using PjBL to enhance students' critical thinking abilities. Additionally, previous studies are relevant to this research, specifically those related to the initial learning media. In 2023, research was conducted (Malik, et al., 2023) with the title 'Development of Scrapbook Learning Media to Train Creative Thinking Skills of SMA Negeri 1 Bolo Students'. The objective is to develop scrapbook learning media that is practical for training students' creative thinking skills in the compilation and description of images of heroic figures in the war against colonialism and imperialism of students in class XI-A of SMA Negeri 1 Bolo. Secondly, in 2019, a study was conducted (Irawan, 2019) with the title "Development of Audio Visual Based History Learning Media of Batu Paha Site to Increase the History Awareness of XI IPS Class Students at SMA Negeri 1 Wera". The objective is to develop Bima Cultural Heritage Audio Visual Based History learning media to enhance the historical awareness of XI IPS Class students at SMA Negeri 2 Wera. Thirdly, in 2019 research was conducted (Munawar & Suryadi, 2019) with the title "Development of Video scribe-Based Indonesian History Learning Media on Islamic Kingdom Material in Java Class X Academic Year 2018/2019 at SMA Negeri 3 Salatiga". The objective is to develop a Video scribe-based Indonesian History Learning Media for Islamic Kingdoms in Java Class X Academic Year

2018/2019 at SMA Negeri 3 Salatiga. Moreover, the inaugural edutainment-related research was conducted by (Widya et al., 2020) and is entitled 'Development of Interactive Edutainment Multimedia with Local Content for Early Childhood'. The objective is to develop interactive edutainment multimedia with local content for early childhood education. Secondly, research was conducted in 2020 by (Darmawan, 2020) on the application of the edutainment learning model in the lecturer assignment programed (PDS) at SMAN 8 Bandung. The objective is to implement the edutainment learning model in the lecturer assignment programed (PDS) at SMAN 8 Bandung.

Based on the description of the problems above, the formulation of the problem in this study is how the development of edutainment learning media historian adventure Indonesian history of the Hindu-Buddhist period based on local history of Bima-Dompu?

Methods

This research was conducted at the History Education Study Programmed of STKIP Yapis Dompu. The subjects of this study were material experts and learning media experts in the field of History Education, as well as 30 students enrolled in the History Education Study Programmed at STKIP Yapis Dompu. In this study, the researchers employed a type of development research, or Research and Development (R&D), which refers to Thiagarajan's 4-D (Four-D) model (Afrianti & Wahyuni, 2021). This model comprises four steps: defining, designing, developing, and disseminating. At the Define stage, the activities undertaken are curriculum analysis, the formulation of learning objectives, the analysis of student characteristics, and material analysis. At the Design stage, the activities carried out are as follows: first, the compilation of a criterion test as the initial action to determine the initial ability of students and as an evaluation tool after the implementation of activities; second, The third stage is the development stage, during which the learning media is selected in accordance with the material and characteristics of the students. The form of learning presentation is then adjusted to align with the selected learning media, which may include edutainment, adventure, history media, and so on. The fourth stage is the simulation stage, during which the material is presented with the selected media and learning steps. The activities carried out at the develop stage are expert appraisal, which is a technique for validating or assessing the feasibility of product design (Asmedy, 2021). The product validation activities will be evaluated by material and media experts, after which product trials will be conducted to obtain feedback from product users. Once the product has been enhanced, it is then subjected to further testing until it is deemed to have achieved the desired outcomes (Ika et al., 2021). The fourth stage, Dissemination, comprises three distinct phases: validation testing, packaging, diffusion and adoption (Rizaluddin et al., 2022).

Result and Discussion

Result

This research is based on the findings of prior research and development (R&D), as evidenced by Thiagarajan's 4-(Four-D) model (Afrianti & Wahyuni, 2021). It has been conducted in four stages, as outlined below.

1. Define

Following the initial observations and interviews conducted by the research team with a number of students and lecturers teaching Indonesian history courses, the following data has been obtained.

a. A Critical examination of the available learning resources

A review of the learning process in the classroom revealed several issues. In the Indonesian History course, students often encounter difficulties when learning about the Hindu-Buddhist period as part of the History Education study program. These difficulties can impede their comprehension of the material. The initial challenge pertains to the comprehension of abstract concepts and the intricate nuances of historical occurrences, which encompass a multitude of kingdoms, figures, and interconnections between events. The influence of Hindu-Buddhist teachings on political, social and cultural systems is frequently challenging to comprehend in the absence of a visual context or a more profound understanding. Furthermore, a considerable number of students perceive history as a tedious and uninspiring subject, relying primarily on textbook-based learning. This consequently results in a lack of interest among students in pursuing a deeper understanding of the history of the Hindu-Buddhist period. Another challenge is the retention of pertinent facts and dates encompassing a multitude of historical events, kingdoms, and eminent figures who exerted considerable influence. Furthermore, many students encounter difficulties when attempting to analyze and interpret historical sources, such as inscriptions and ancient texts. In order to gain an understanding of the context and meaning of such sources, students must possess the requisite analytical skills.

In order to overcome these difficulties, the utilization of Edutainment Historian Adventure as a medium for the acquisition of knowledge can provide an effective solution. This medium combines elements of edutainment and adventure, thereby facilitating a more interactive and interesting approach to the learning process. The visualization of historical events afforded by this medium facilitates the comprehension of abstract concepts, as evidenced by the efficacy of YouTube videos that encourage direct interaction with historical material. An engaging learning experience in the form of an adventure game has the potential to foster greater student engagement and motivation, as it allows for the exploration of various aspects of Hindu-Buddhist history in a more enjoyable and immersive manner. Furthermore, the YouTube videos incorporate quizzes, which facilitate the retention of essential facts and dates. This medium presents information in a stimulating and interactive manner, enhancing the learning process. Furthermore, the simulation involving the search and interpretation of inscriptions and artifacts facilitates the development of historical source analysis skills, enabling students to gain a deeper understanding of the context of historical events. It can be reasonably deduced that the utilization of Edutainment Historian Adventure in the acquisition of knowledge pertaining to Indonesian history during the Hindu-Buddhist period will facilitate not only a more comprehensive understanding and retention of the material, but also an enhancement in the students' interest and motivation to learn, in addition to the development of more acute analytical abilities in the analysis of historical sources.

b. Material analysis

The material developed in the Indonesian history learning media is historical material pertaining to the Hindu-Buddhist kingdoms in Indonesia, with a particular focus on the local history of Bima-Dompu. It presents examples and evidence that are still extant in Bima-Dompu today. The preceding study saw researchers develop Indonesian history textbooks based on local history, and this study represents a follow-up investigation. The material on the kingdoms of the Hindu-Buddhist period in Indonesia was delivered in a single meeting, with each session allocated two hours and 45 minutes. The material is intended for students enrolled in the second semester of the second year of their studies. The material was developed through a process of searching for printed book sources, journals, and direct interviews with historians who could provide information about the material that was developed. The objective of the material developed for History adventure history media is to provide an explanation of the location and source of history, as well as video and image evidence related to the Wadupaa site, the site of the great temple Udaya Parwata Tambora, and the Dorobata site. The objective of developing edutainment learning media for historical adventure history is to enable students to process information about Indonesian history based on the local history of Bima-Dompu, with a focus on the sites that still exist today. This is to be achieved by fostering attitudes of discipline, patience, courtesy, cooperation, responsibility and responsiveness.

c. Student analysis

The present study employs a student-center approach to examine the learning process of Indonesian history courses during the Hindu-Buddhist period in the classroom. Prior to the implementation of edutainment learning media, such as historian Adventure, it is prudent to consider the findings of observations which indicate that a significant proportion of students prefer to search for material through Android phones rather than utilizing traditional printed resources. This indicates a lack of interest among students in engaging with reading culture through the medium of textbooks and other printed materials. Furthermore, interviews with students enrolled in the History program indicated that they found traditional learning materials and methods, particularly in Indonesian History courses, to be uninspiring and engaging. This led to the development of more interactive and engaging learning materials, such as Historian Adventure, with the aim of enhancing student involvement in learning history in a more enjoyable and effective manner, thereby fostering greater interest and active engagement in the learning process.

d. Preparation of research instruments

In addition to analyzing data on learning devices, materials and students, researchers at this stage also undertook the task of compiling research instruments. The research instrument, which was compiled by the researchers, is designed to validate the feasibility of historical adventure learning media. The research instrument used to validate the feasibility of the product is an indicator derived from theoretical studies on media development. As it has been widely used in several other scientific works, it is a valid source of information. Subsequently, the theoretical study is transformed into an instrument lattice for evaluating the

viability of the product in question. Subsequently, the lattice was validated by Sumiyati, an expert in the field of history education and a lecturer in the same discipline. Subsequently, the validated instrument grids will be employed as valid research questionnaires for evaluation by material experts, media experts, lecturers, and students at STKIP Yapis Dompu. The material expert instrument feasibility test was conducted by Rizaluddin, M.Pd., a lecturer in history education at STKIP Yapis Dompu, while the media expert feasibility test was conducted by Nurjannah, M.Pd., also a lecturer in history education at the same institution.

2. Design

a. Type of product

The product developed by the researcher is a video product that will be uploaded to YouTube as edutainment media. The product is a learning video containing material on the history of Indonesia during the Hindu-Buddhist period, based on the local culture of Bima-Dompu. This media is designed to facilitate students in learning the history of Indonesia during the Hindu-Buddhist period in accordance with the students' actual circumstances, particularly at three Hindu-Buddhist heritage sites in the Bima-Dompu region: the Wadupa'a site, the Great Temple site Udaya Parwata Tambora, and the Dorobata site. These sites are featured in the YouTube History adventure video. This learning media has been designed in accordance with the edutainment learning theory, which incorporates both educational and entertainment elements into a single unit. The images and videos displayed are original footage captured at the locations of the three sites. Adventure-type videos present certain challenges, but if history adventure media is to be a feasible and popular choice among students, it must overcome these challenges.

The initial form of history adventure edutainment media products has been designed in accordance with the principles of learning media development as they pertain to the application of an independent curriculum. In terms of the principles, (Setyaningrum et al., 2018) identifies at least the following elements: (1) content should be suitable for the curriculum, student characteristics, and the context should be realistic and accurate; (2) the ability to be developed, whether the media is shown for understanding concepts. The media should facilitate drill practice or simulation, and should be interactive with the user when required. It should also be flexible in terms of access time and user learning speed. Feedback provided should be appropriate and motivating for students. The design should be effective, supported by adequate audio and visual facilities. The sequence of material presentation should allow for the saving of student work documents. Finally, the availability of supporting hardware should be considered.

b. Cover part

The media cover is named History Adventure Edutainment Learning Media, based on the local culture of Bima-Dompu. The selection is based on the video genre, namely adventure video, in which students will engage in three different locations. History is a characteristic that the media is about learning Indonesian history during the Hindu-Buddhist period. Furthermore, the material includes images of locations that are emblematic of the Hindu-Buddhist period,

accompanied by adventure videos showcasing the three sites and concluding with a set of tasks.

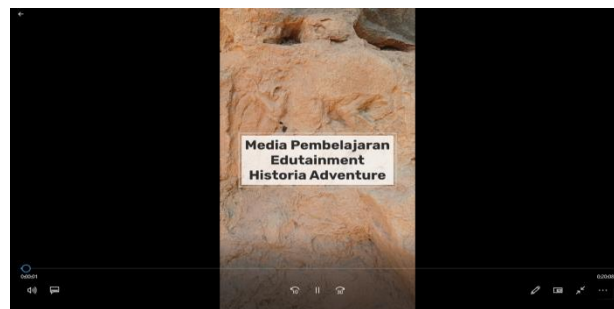


Figure 1. Video cover
Source: Research data, 2024

c. Contents

The content section of the edutainment media history adventure comprises three sites, namely the Wadupa'a site, the Parwata Tambora Grand Temple site and the Dorobata site. At the conclusion of the video, learners are presented with a task. In addition to the images presented in the form of special material, the content section of the edutainment media history adventure also includes an adventure video that takes the viewer on a journey to the three aforementioned sites.

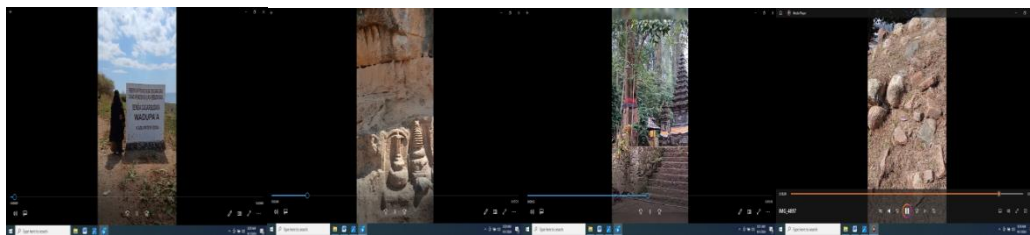


Figure 2. 3-site video content section
Source: Research data, 2024

d. Task section

The concluding section of the video presents a series of evaluation questions designed to assess student comprehension of the material presented. These questions take the form of description prompts, requiring students to demonstrate their understanding of the concepts and ideas covered in the video.

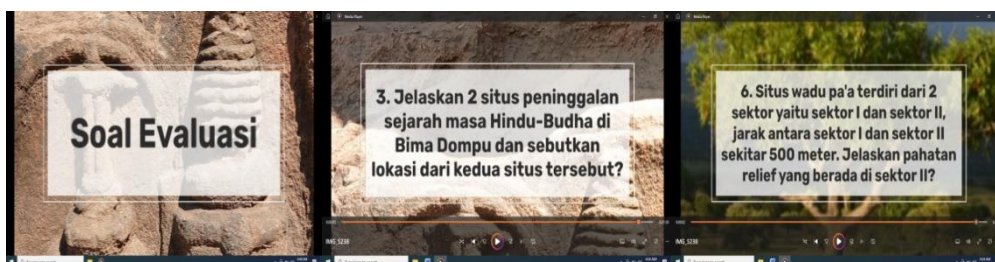


Figure 3: Student Assignment
Source: Research data, 2024

3. Develop

After designing the initial product, the finished initial product undergoes several stages of validation. This is intended so that the products that have been developed by researchers can be valid and feasible. The stages carried out after designing the initial product are media expert validation and material validation, with the following details:

a. Validation data from experts in the field of media studies

The development of edutainment media, namely history adventure, on the subject of Indonesian history during the Hindu-Buddhist period, based on the local culture of Bima-Dompu, was undertaken by researchers with the assistance of expert Nurjannah M.Pd., who is a media expert. She is a member of the teaching staff of the history education programmed at STKIP Yapis Dompu. The validation process by media experts assesses the suitability of the material as a learning tool. These aspects are comprised of six points and 13 assessment indicators. The overall score obtained from the feasibility test by media experts is employed by researchers as a feasibility assessment and for incorporation into the design error column. Suggestions for improvement are utilized by researchers to facilitate the revision of the history adventure edutainment media. The results of the feasibility test, as evaluated by media experts, are presented below. The initial feasibility assessment, conducted by the first media expert, yielded the following results.

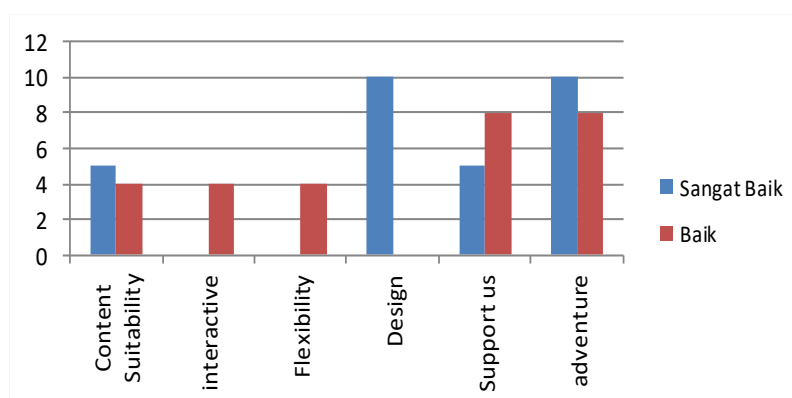


Figure 4. Feasibility assessment, conducted by the first media expert
Source: Research data, 2024

In consideration of the data presented in the aforementioned table, the percentage of feasibility obtained from the feasibility test of the first stage media expert is as follows:

$$p = \frac{58}{65} \times 100\% = 89,23\% \text{ (Very feasible)}$$

The data obtained indicates that the number of assessment scores from the first media expert is 58, with an average of 4.46. Upon conversion to a percentage scale, the History Adventure Edutainment media obtained a result of 89.23%, indicating a highly feasible category. The assessment by media experts is detailed as follows:

Table 1. First media expert feasibility results

No	Assessment aspects	Frequency					Answer	Score obtained	Expected score	%	Eligibility
		1	2	3	4	5					
1	Content Suitability	0	0	0	1	1	2	9	10	90	Very worthy
2	Interactive	0	0	0	1	0	1	4	5	80	Worthy
3	Flexibility	0	0	0	1	0	1	4	5	80	Worthy
4	Design	0	0	0	0	2	2	10	10	100	Very worthy
5	Support us	0	0	0	2		3	13	15	85	Very worthy
6	Adventure	0	0	0	2	2	4	18	20	90	Very worthy
Total							13	58	65	89,23%	Very worthy

Source: Research data, 2024

The results of the assessment indicate that the initial assessment of media feasibility conducted by the first-stage media expert yielded a score of 89.23%, categorized as 'very feasible'.

b. Errors in design and suggestions for improvement

The input of material errors that require correction at this stage is that there is no source information on the image or video, the background on the video is still incomplete and it is necessary to distinguish the three sites to make the content more varied and engaging. Additionally, the task question section lacks a question mark, which should be included. Based on the input provided by the material expert, the researcher has made the following improvements to the media with added captions to the images and videos.

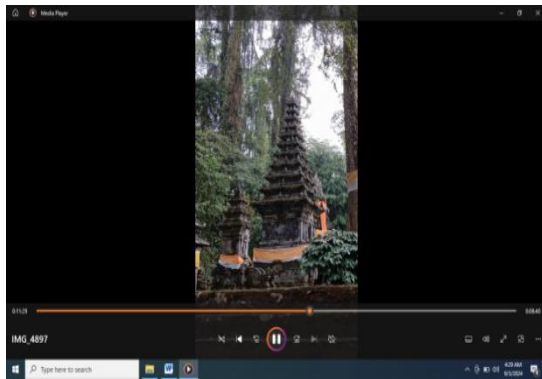


Figure 5. Initial appearance

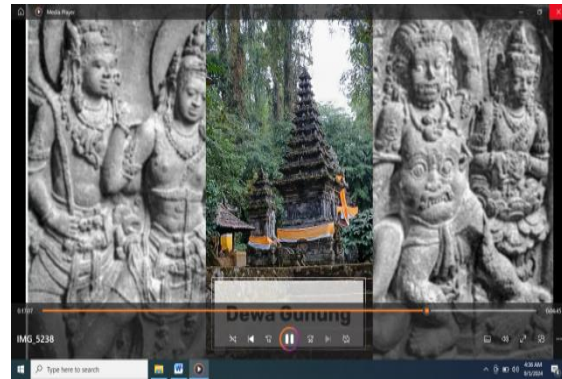


Figure 6. Display after repair

Source: Research data, 2024

Researchers incorporate media backgrounds that align with the subject matter.



Figure 7. Initial display



Figure 8. Display after improvement

Source: Research data, 2024

The research team has made improvements to the question section.



Figure 9. Home view

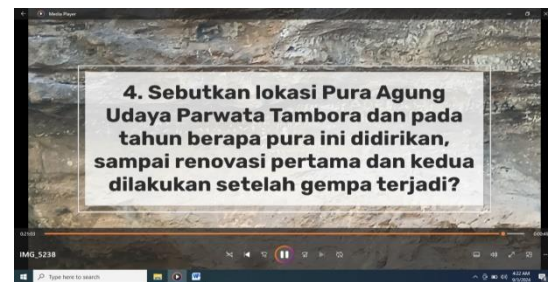


Figure 10. Appearance after improvement

Source: Research data, 2024

c. Material validation data

In addition to undergoing the process of media validation, the video history adventure also underwent a validation process with material experts. At this stage, the video history adventure was validated by Rizaluddin, M, Pd. In his capacity as a material expert, He is a lecturer in the History Education Department at STKIP Yapis Dompu. The results of the feasibility test conducted by the material experts are presented below. The initial assessment by the first material expert is as follows:

Table 2. Results of the First Material Expert

No	Indicator	Score	Category
Valid			
1	The veracity of the information presented in the media.	3	Sufficient
2	The objective is to ascertain whether the materials comply with the CPMK standards.	4	Good
3	The objective is to ascertain whether the materials comply with the SUB-CPMK.	4	Good
4	The extent to which the material in question adheres to the specified indicators.	3	Sufficient
Level of interest			

5	The material is suitable for presentation in a media context.	4	Good
Utility			
6	The extent to which the material is applicable to students' daily lives.	4	Good
7	The incorporation of materials can facilitate the acquisition of knowledge among students.	3	Sufficient
Learnability			
8	A list of potential materials for study is provided below.	4	Good
Attracting interest			
9	The role of materials in fostering student motivation in the learning process.	4	Good
Total assessment score		33	Good
Average score		3,7	Good

Source: Research data, 2024

The second material expert's eligibility percentage, as determined by the feasibility test, is as follows:

$$p = \frac{33}{45} \times 100\% = 73,33\% \text{ (layak)}$$

The data obtained indicates that the number of assessment scores from the first stage material expert is 3.3, with an average of 3.7 on a percentage scale. This equates to a result of 73.33% for the historia adventure edutainment media, which falls within the 'decent' category. The assessment conducted by the material expert is detailed as follows:

Table 3. The initial results of the feasibility study conducted by the Material Expert are presented herewith.

No	Assessment aspects	Frequency					Ans wer	Score obtained	Expected score	%	Eligibility
		1	2	3	4	5					
1	Valid	0	0	2	2	0	4	14	20	70	Worthy
2	Level of interest	0	0	0	1	0	1	4	5	80	Worthy
3	Utility	0	0	1	1	0	2	7	10	70	Worthy
4	Learnability	0	0	0	1	0	1	4	5	80	Worthy
5	Attracting interest	0	0	0	1	0	1	4	5	80	Worthy
Total							9	33	4,5	73,33 %	Worthy

Source: Research data, 2024

The results of the assessment indicate that the feasibility of the material was evaluated by the first material expert and assigned a score of 73.33%, indicating that it falls within the feasible category.

4. Disseminate

In the initial trial phase, researchers conducted preliminary assessments of the newly developed Historical Adventure Educational Learning Media with the objective of gauging its potential acceptance and utilizations by students. The trial involved 10 second-semester students of the History study program at STKIP Yapis

Dompu, selected through the distribution of product feasibility test questionnaires. The selection of trial participants was conducted by the lecturer responsible for the Indonesian History course, who was tasked with the sampling process. The limited trial was conducted on 21 August 2024, during which the research team introduced the learning media to the selected students and proceeded to test it. The objective of this trial is to ascertain the students' responses to the various elements of the learning media, including their level of engagement, comprehension of historical content, and any difficulties or issues encountered when utilizing the media. During the trial, the students will engage directly with the Historical Adventure Educational Learning Media, which is anticipated to facilitate a more engaging and effective learning experience. The research team will employ a multi-method approach, utilizing direct observation, interviews and questionnaires, to ascertain the strengths and weaknesses of the media in question, as well as to evaluate the extent to which this media can facilitate students' comprehension and engagement with Indonesian history during the Hindu-Buddhist period. Furthermore, the limited trial aims to implement improvements or refinements to the product based on the feedback received from participants, with the objective of optimizing the learning media for wider application in the next stage. In other words, this pilot test represents the initial phase of a larger study designed to assess the feasibility and efficacy of the media in enhancing the quality of history learning.

In Trial II, the concluding phase of the Historian Adventure Edutainment Media development process, the research team engaged 30 second-semester students enrolled in the History Education Study Program at STKIP Yapis Dompu. The trial was conducted on 27 August 2024 and lasted for a period of 90 minutes. The researchers implemented a revised media format combining entertainment and learning, with the objective of increasing student engagement in learning about Indonesian history during the Hindu-Buddhist period. The learning process involved engagement with various elements, including adventure games, animations, and quizzes. An observer was present to record student engagement and responses to the media used during the trial. Data were collected through direct observation, the administration of student response questionnaires, and interviews. The principal objective of the pilot test was to assess the efficacy of the media in enhancing student engagement, facilitating comprehension of the material, and guaranteeing the suitability of product revisions. The findings of this trial will inform decisions regarding the quality of the media and the next stages of its development. The outcomes of the initial trial are presented below.

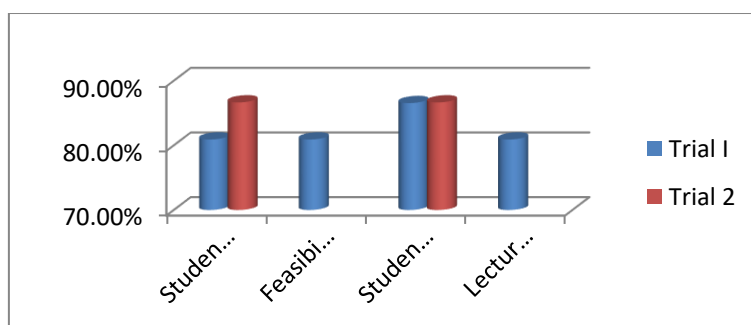


Figure 10. The results of Trials 1 and 2 are presented in Graph 1
 Source: Research data, 2024

The results of the trial of the Historian Adventure Edutainment Media indicated a notable enhancement in student engagement with the developed learning media. In the initial trial phase, the proportion of students who responded to the questionnaire was 80.90%, which fell within the 'feasible' category. This indicates that the selected media and materials are effective, although there are still some aspects that require improvement. Following the implementation of revisions based on the feedback obtained from the initial trial, the percentage of student responses increased to 86.64%, which is within the 'very feasible' category. This increase reflects an enhanced efficacy and appeal of the developed media among students. Furthermore, the assessment results from the course lecturers in the initial trial phase also recorded a score of 80.90%, which indicates that the media and materials are considered suitable for use in learning. Therefore, the results of this trial demonstrated that the amendments implemented enhanced the quality of the media and materials, thereby achieving an exemplary level of feasibility in phase II trial.

Discussion

This research is founded on the findings of prior research and development (R&D) employing Thiagarajan's 4-D model, which comprises four stages. In the initial stage, observations and interviews were conducted with students and lecturers teaching Indonesian History courses to ascertain the difficulties faced by students in studying the Hindu-Buddhist period. The identified challenges encompass difficulties in comprehending abstract concepts, the intricacies of historical events involving multiple kingdoms, figures, and the interrelationships between events, along with the impact of Hindu-Buddhist teachings on political, social, and cultural systems. Additionally, students often perceive history as a monotonous subject, relying predominantly on textbooks as the primary source of information, resulting in a lack of interest and a superficial understanding of the history of the Hindu-Buddhist period.

In order to address this issue, the present research proposes the use of Edutainment Historian Adventure media as a solution to improve student understanding and motivation. This media combines educational and entertainment elements, thereby creating a more interactive and engaging learning experience. The utilization of YouTube videos, augmented by quizzes, facilitates the visualization of historical events, thereby enhancing students' ability to recall significant facts and dates in history. This approach also encourages students to develop skills in analyzing historical sources, such as inscriptions and ancient texts, which require deeper analytical skills.

At the material analysis stage, this research developed Indonesian history materials related to Hindu-Buddhist kingdoms, with a focus on the local history of Bima-Dompu. The material was prepared through the collection of reading sources, journals, and interviews with historians, to provide an explanation of the location and historical evidence related to historical sites in Bima-Dompu, such as the Wadupa'a site, the large Udaya Parwata Tambora temple site, and the Dorobata site. The primary objective of this media is twofold: firstly, to facilitate an engaging learning process, and secondly, to motivate students to cultivate a deeper interest in Indonesian history, with a particular focus on the Hindu-Buddhist period. The

material is designed to nurture qualities such as discipline, patience, cooperation, responsibility, and responsiveness.

The analysis of the student cohort revealed a predominant preference among the majority of students for the utilization of Android mobile devices for the purpose of locating materials, as opposed to the conventional practice of employing traditional textbooks. This finding is indicative of a waning interest in the culture of reading printed books. Furthermore, the analysis of interview data revealed a decline in the appeal of conventional learning methods employed in Indonesian History courses. Consequently, the development of more interactive and engaging learning media, such as *Historian Adventure*, aims to enhance student engagement in a more effective and enjoyable learning process.

The final stage of the research process involved the development of instruments for the validation of the feasibility of adventure history learning media. These instruments were prepared based on a theoretical study of media development. The instrument grids were validated by a history education expert, Sumiyati, and used to evaluate the feasibility of the product through questionnaires tested by material experts, media experts, lecturers and students at STKIP Yapis Dompu. The material experts, under the supervision of Rizaluddin, M.Pd., conducted the material feasibility test, while the media experts, led by Nurjannah, M.Pd., carried out the media feasibility test.

The present study's design phase will focus on the development of an edutainment video, a combination of education and entertainment, the objective of which is to engage students in learning about Indonesian history during the Hindu-Buddhist period. The video, which will be uploaded to YouTube, will showcase the Bima-Dompu region's historical sites, including the Wadupa'a site, the Udaya Parwata Tambora Grand Temple site, and the Dorobata site. This immersive video is designed to function as an interactive learning resource, offering students a visually enriched experience in which to explore these sites while acquiring knowledge about their historical significance.

The video has been developed based on principles of effective learning media design, ensuring content alignment with curriculum standards and student needs. The video fosters flexibility and interactivity, enabling students to progress at a pace commensurate with their individual learning requirements whilst receiving immediate feedback. The integration of high-quality audio-visual elements is particularly noteworthy, catering to a diverse range of learning styles and ensuring accessibility across various devices.

The cover of the media is titled *History Adventure Edutainment Learning Media*, emphasizing both its educational and adventure aspects. It features visuals from three historical sites, instantly conveying the theme of historical exploration and enticing students to engage with the material.

The video is divided into sections, with each section focusing on one of the three heritage sites. Through the use of visually engaging sequences, students are able to experience a virtual visit to these locations, thereby facilitating a more profound comprehension of their historical and cultural significance. This pedagogical strategy is designed to enhance the learner experience by making the subject matter more engaging and relatable.

The task section, located at the conclusion of the video, comprises evaluation questions that are designed to assess students' comprehension. These prompts are

designed to encourage reflection on the material, thereby reinforcing key concepts and allowing students to apply their knowledge. This interactive format serves a dual purpose: it assists in comprehension and also provides a means for instructors to evaluate the effectiveness of the media in enhancing student learning. The overarching design objective is to create a comprehensive, engaging, and educational experience that effectively teaches Indonesian history through a combination of entertainment and learning.

In the developmental stage of this research, subsequent to the initial conception of adventure history learning media, a series of validation stages were conducted to ensure the feasibility of the product. The first validation process was conducted by media expert Nurjannah M.Pd., who assessed the suitability of the media as a learning tool through six aspects and 13 indicators. The results of the feasibility test demonstrated that the media was highly feasible to use, with an average score of 89.23%, categorizing it as 'very feasible'. The assessment encompassed six aspects and 13 indicators, including material suitability, interactivity, flexibility, design, feature support, and adventure elements. Notably, the highest scores were attained in the domains of design and feature support, with perfect 100% scores. Feedback related to design errors, such as the absence of source information for images and videos and the use of inappropriate backgrounds, was addressed by the researcher through the addition of captions and the enhancement of backgrounds to ensure their relevance.

During the material validation stage, the material expert, Rizaluddin M.Pd., evaluated the material's alignment with the established learning standards. The material feasibility test yielded an average score of 3.7 (73.33%), thus indicating its feasibility; however, several indicators necessitated enhancement, including the veracity of the information and its compatibility with the curriculum. Consequently, researchers made adjustments to the material, rendering it more applicable, interesting, and relevant to students' daily lives.

The dissemination stage involved limited trials with students. In the initial trial involving 10 students, the level of student engagement attained 80.90%, signifying that the media was moderately effective, though it still required enhancement. Following the implementation of revisions based on feedback, a second trial with 30 students revealed an enhancement in engagement to 86.64%, which fell into the very feasible category. The revisions made improved the quality of the media, increased interactivity, and made the media more effective in learning Indonesian history in the Hindu-Buddhist period.

Conclusion

The findings of this study indicate that the utilization of YouTube videos as an edutainment adventure-based history learning medium, with a particular focus on the history of Indonesia during the Hindu-Buddhist period, and the three Bima-Dompu cultural sites, was met with a favorable response. The evaluations conducted by media experts indicated a notable increase in feasibility, from 89.23% in the initial stage to 95.38% in the subsequent stage. This suggests that the utilization of this media is highly feasible. Furthermore, the material expert evaluations and feasibility tests conducted with lecturers and students yielded similarly positive results, with feasibility levels reaching 80.90% from lecturers and 86.64% from students. The combination of entertainment and educational elements

in this media resulted in positive feedback, indicating that it was successful in creating an interactive, engaging, and locally relevant learning experience. This made it easier for students to engage with and appreciate their cultural heritage.

Nevertheless, the approach has certain limitations, particularly in relation to restricted access to technology in some areas, the level of detail in the material presented, and the potential for historical content to be simplified to the extent that students may lack an understanding of the nuances of complex contexts. To address these limitations, further development is required, including the integration of advanced technologies such as virtual reality (VR) or augmented reality (AR) to create a more immersive and engaging learning experience. Furthermore, the incorporation of local history experts could facilitate the enhancement of the material's depth and accuracy. The creation of a more flexible and accessible application could also facilitate the reach of the learning material to a greater number of students, particularly those in areas with limited technology. This development will optimize the learning media in introducing, preserving and deepening the understanding of Hindu-Buddhist history in Bima-Dompu among the younger generation.

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