



USE OF INFOGRAPHIC MEDIA IN FORMING LEARNING INTEREST AND CREATIVITY OF MADRASAH STUDENTS

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Abstrack

This study aims to describe the use of infographic learning media in fostering creativity and learning interest among tenth-grade students at Madrasah. The background of this study is based on the lack of variation in learning media in the classroom, which has an impact on the low level of students' learning interest and creativity, particularly in Indonesian language learning. Infographic media were chosen as an alternative learning medium because of their advantages in presenting material visually, concisely, and attractively, which are expected to increase students' engagement in learning. This study employed a descriptive qualitative approach with tenth-grade students of Madrasah as the research subjects. Data were collected through observation, interviews, and documentation. Data validity was ensured through technique triangulation and source triangulation, while data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results indicate that the use of infographic media has a positive impact on students' learning interest and creativity. Students became more enthusiastic, active, and focused during the learning process. The visual, colorful, and systematic presentation of materials was able to attract students' attention and reduce learning boredom. In addition, students' creativity developed through activities of creating simple infographics and engaging in active classroom discussions. Therefore, infographic learning media can be concluded to be effective in fostering students' learning interest and creativity and can serve as an innovative alternative learning medium in Indonesian language learning at the Madrasah level.

Keyword: Infographic Media, Learning Interest, Creativity.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penggunaan media pembelajaran infografis dalam membentuk kreativitas dan minat belajar siswa kelas X Madrasah. Latar belakang penelitian ini berangkat dari kurangnya variasi media pembelajaran di kelas yang berdampak pada rendahnya minat dan kreativitas belajar siswa, khususnya dalam pembelajaran Bahasa Indonesia. Media infografis dipilih sebagai alternatif media pembelajaran karena memiliki keunggulan dalam menyajikan materi secara visual, ringkas, dan menarik sehingga



diharapkan mampu meningkatkan daya tarik siswa terhadap pembelajaran. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian siswa kelas X Madrasah. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Keabsahan data diperoleh melalui triangulasi teknik dan triangulasi sumber, sedangkan analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan media infografis memberikan dampak positif terhadap minat dan kreativitas belajar siswa. Siswa terlihat lebih antusias, aktif, dan fokus selama proses pembelajaran berlangsung. Penyajian materi yang visual, berwarna, dan sistematis mampu menarik perhatian siswa dan mengurangi kejenuhan dalam belajar. Selain itu, kreativitas siswa juga berkembang melalui kegiatan membuat infografis sederhana dan diskusi aktif di kelas. Dengan demikian, media pembelajaran infografis dapat disimpulkan efektif dalam membentuk minat dan kreativitas belajar siswa serta dapat dijadikan sebagai alternatif media pembelajaran inovatif dalam pembelajaran Bahasa Indonesia di tingkat Madrasah. Implikasi penelitian ini menunjukkan bahwa media infografis memiliki potensi besar untuk meningkatkan minat dan kreativitas belajar siswa. Secara teoretis, temuan ini memperkuat pembelajaran berbasis visual yang mendorong keaktifan dan kreativitas siswa. Secara praktis, media infografis dapat dimanfaatkan guru sebagai alternatif media pembelajaran inovatif dalam pembelajaran Bahasa Indonesia di Madrasah untuk meningkatkan motivasi, fokus, dan partisipasi siswa.

Kata Kunci: Media Infografis, Minat, Kreativitas

Introduction

Education is a form of effort by a person to acquire knowledge about various aspects of life. Education is a journey toward deeper understanding, both through skill development and character formation (Ridwan, 2024). Education in the modern era is currently faced with increasingly complex challenges, one of which is how to build and maintain students' interest in learning. Rapid technological developments have brought about major changes in the way students obtain, process, and understand information. Students no longer rely solely on textbooks but are also accustomed to accessing various forms of visual and digital information in their daily lives. This condition demands the world of education to be able to adapt so that the learning process remains relevant and effective. Education, as stated in the Big Indonesian Dictionary (KBBI), is the process of changing the attitudes and behavior of an individual or group of people in an effort to mature humans through teaching and training efforts. Thus, education is not only oriented on mastery of the material, but also on the formation of attitudes, interests and motivation to learn in students.

As formal educational institutions, schools play a strategic role in creating a quality learning process. Educational success in schools can be seen from student learning outcomes, which reflect the achievement of learning objectives. These learning outcomes are not only in the form of academic grades, but also changes in students' attitudes and interests toward learning. Azizah (2020: 20) states that student achievement is one indicator of the success of the learning process taking place in the classroom. Therefore, effective learning emphasizes not only the delivery of material but also how that material is presented to capture students' interest.

The success of learning is greatly influenced by the role of the teacher, particularly in selecting and implementing appropriate learning methods and media. Teachers are required not only to master the material but also to be able to condition the learning environment to create a pleasant and meaningful atmosphere for students. One of the teacher's main tasks is to create learning conditions that can encourage active student involvement, so that the learning process is not passive and monotonous. Perwati and Suryawan (2023: 7) emphasize that learning needs to be conditioned in such a way as to encourage student creativity, achieve learning objectives effectively, and take place in a pleasant atmosphere. A positive learning atmosphere will directly influence student interest and motivation to learn.

However, in practice, many problems remain related to low student interest in learning, particularly in Indonesian. This subject is often perceived as theoretical, uninteresting, and unrelated to students' daily lives. Nasution and Diansyah (2020: 262) state that this perception leads to students' lack of enthusiasm for Indonesian language learning. This situation is further exacerbated by the use of less varied teaching methods, such as lectures and reading long texts without engaging visuals or supporting media. Nuraeni (2022: 660) stated that learning that is only centered on the teacher and minimal use of media tends to make students quickly bored and less actively involved.

This low level of learning interest demonstrates the need for innovation in learning, particularly in the use of instructional media. Learning media plays a crucial role in assisting teachers in delivering material and helping students understand information more easily. Learning media can serve as visual aids that bridge abstract concepts into more concrete ones. Furthermore, engaging media can also increase students' attention and interest in learning. With the appropriate use of learning media, the learning process is expected to be more interactive, communicative, and meaningful for students.

Along with technological developments, the need for innovative learning media is increasing. One learning medium considered relevant to the characteristics of students in the digital era is infographics. Infographics are visual media that combine short text, images, icons, symbols, and colors to convey information concisely and systematically. Alwasi (2023: 76) states that infographics are an innovative learning media capable of presenting complex information in a simpler and more engaging form. Rahman (2023: 26) explains that infographics are data or information visualizations that utilize various visual elements to facilitate reader understanding.

The use of infographics in learning not only makes the material more attractive but can also improve students' memory of the material being studied. Mala (2023: 102) states that visualizing information through infographics helps students retain material longer because the information is presented visually and in a structured manner. Furthermore, the process of creating infographics also involves students' ability to process information, select important points, and compose attractive visual displays. Tanjung and Faiza (2019: 80) state that creating infographics requires design that effectively integrates data and information, so that it can be a learning tool that trains students' creativity and thinking skills. Based on the results of the researchers' initial observations at Madrasah, it was found that student interest in learning Indonesian is still relatively low. This is evident from several indicators, including student learning outcomes that have not reached the minimum standard, a lack of student enthusiasm in participating in learning, and the perception that Indonesian lessons are boring. This condition is even more

pronounced when learning takes place during the day, where students tend to feel tired and lack focus. In addition, the researchers also found that some teachers still use conventional learning media, such as textbooks, whiteboards, and markers, without utilizing technology-based visual media.

This situation demonstrates the need for innovation in the use of learning media to make the learning process more engaging and increase student interest. Infographics are seen as a potential alternative because they present material concisely, visually, and easily understood. With infographics, complex learning materials can be simplified without compromising the essence of the information. Teachers can use infographics to explain important concepts, summarize key points, or systematically present steps in a material.

On the other hand, students can also be actively involved in creating infographics as part of learning activities. Through this activity, students become not only recipients of information but also processors of it. Students can use infographics to organize study notes, summarize material, or convey their ideas and understanding visually. Thus, infographics serve not only as a medium for delivering material but also as a learning tool that encourages student engagement and interest in learning.

Most research on infographic learning media is still conducted in public schools, so it may not be fully relevant to the Madrasah context. Madrasah has diverse student characteristics and unique challenges, such as differences in student understanding levels and learning needs that integrate Islamic values. This situation makes research on the use of infographic media The use of infographics in Islamic Senior High Schools (Madrasah) is crucial. This research is expected to provide insight into the effectiveness of infographic learning media in fostering students' interest in learning Indonesian in the madrasah environment, while also serving as a reference for teachers in developing innovative and contextual learning.

Method

This study uses a qualitative approach with the aim of gaining an in-depth understanding of the use of infographic media in the learning process. Qualitative research is a study based on the philosophy of post-positivism, usually used to examine the condition of a natural object, where the researcher is a key instrument. (Asngadi, 2021) The type of research used is a case study, namely research conducted intensively and in-depth on a particular phenomenon in a real context (Sulistiyo, 2022). Case studies were chosen because they allow researchers to comprehensively explore the use of infographic media in learning at Madrasah as a specific case unit.

Data collection was conducted through three main techniques: observation, interviews, and in-depth documentation to explore data on the learning process and the implementation of infographic media in the classroom. (Junadi & Karomatul Laili, 2021). Interviews were conducted to gather in-depth information from teachers and students regarding student perceptions, interests, and learning creativity. Documentation was used as supporting data in the form of learning archives, activity photos, and other relevant documents. Data analysis was conducted descriptively and qualitatively through the stages of data reduction, data presentation, and drawing conclusions. Data validity was maintained by using triangulation of techniques and sources to increase the validity of the research findings. (Sugiyono, 2022).

Results and Discussion

The Use of Infographic Learning Media to Develop Student Creativity

The use of infographic learning media in Indonesian language learning in class X Madrasah shows a positive influence towards the development of student creativity. Creativity in the context of learning is understood as students' ability to generate original ideas, develop concepts, think flexibly, and demonstrate perseverance in completing tasks. Based on observations and interviews, infographics provide ample space for students to express ideas and construct knowledge independently.

One indicator of creativity that appears to be developing is fluency in thinking. During the learning process using infographics, students appeared more active in expressing their opinions, both during group discussions and when presenting their work. Infographics help students understand the material concisely and visually, so they are better prepared to express their ideas. A better understanding of the core material makes students more confident and fluent in explaining their ideas.

The next indicator of creativity is flexibility of thought. In creating infographics, students don't rely solely on a single source of information but are able to combine various sources, such as textbooks, the internet, and personal experiences. Students demonstrate the ability to present information from different perspectives, even on the same topic. This is evident in the diversity of presentation methods, the choice of information sequence, and the variety of visual designs used.

Originality is also a prominent indicator of creativity in infographic-based learning. Students' work demonstrates that they go beyond simply copying teacher examples. Many students are able to produce infographics with their own designs and illustrations, as well as color and symbol combinations that reflect their personal character. This diversity of work demonstrates that students are able to express their ideas freely and produce unique and authentic learning products.

Furthermore, students' elaboration skills also developed. They not only presented basic information but were able to develop ideas in greater detail and depth. Some students added supporting elements such as illustrations, simple graphs, or concrete examples relevant to the topic. During the presentation, students were able to explain the rationale for their choice of topic, visual elements and their relationship to the text content. This shows that students have the ability to expand ideas and link concepts logically.

Persistence in completing assignments is also a key component of observed creativity. Creating infographics requires precision, patience, and the ability to overcome technical challenges, such as layout and design software. Despite facing difficulties, students persisted in completing assignments by trying various design alternatives and finding solutions both independently and through discussions with peers. This tenacity reflects the motivation and creative drive that developed during the learning process.

The teacher's role in facilitating student creativity is also a crucial supporting factor. Teachers allow students the freedom to choose the design, colors, and format of infographics, without compromising on the accuracy of the content. This approach creates a conducive learning environment.

creativity development, as students feel valued and given space to explore. Teachers act as facilitators who guide students, not as the sole source of

information.

The use of technology, such as laptops and gadgets, also supports the development of student creativity in infographic-based learning. With controlled technology use, students can access various information sources and design applications that help them express ideas visually. This integration of technology into learning aligns with the demands of the Independent Curriculum, which emphasizes active, creative, and student-centered learning.

Overall, learning Indonesian using infographics has been proven to significantly boost students' creativity. This media not only helps students understand the material but also trains their creative thinking skills through activities such as designing, developing, and presenting information visually. Students' creativity develops through fluency, flexibility, originality, elaboration, and persistence in completing tasks. Thus, this learning media. Infographics can be used as an alternative effective learning strategy to develop students' creativity in learning Indonesian.

Infographic Learning Media Increases Student Learning Interest Based on the results of observations, interviews, and documentation conducted during the research process, the use of infographic learning media has been proven to be able to shape and increase student learning interest in Indonesian Language subjects at Madrasah. Infographic media acts as a visual medium that attracts students' attention while making it easier for them to understand the learning material. Student learning interest in this study is reflected through several indicators, namely attention, interest, active involvement, feelings of pleasure, and motivation in participating in learning activities. The results of observations during the learning process show that students show higher attention when the material is delivered using infographic media. Students appear to focus on paying attention to the projected infographic display, taking notes on important points, and following the teacher's explanation more seriously. Presenting procedural text material through infographics accompanied by images, icons, and colors helps students understand the stages sequentially. This makes students not only listen to the teacher's explanation, but also actively observe and process the information presented visually.

An interview with a class X2 Indonesian language teacher revealed that the use of infographics positively impacted students' learning interests. The teacher reported that students became more engaged, understood the material more quickly, and were less likely to get bored during the lesson. Students who had previously tended to be passive began to show active participation, such as asking questions, answering questions, and participating in discussions. This demonstrates that infographics can create a more engaging learning environment and encourage students to actively participate in the learning process.

The vice principal for curriculum also supported these findings. Infographics are considered capable of providing a realistic picture of students' interests and understanding, reflected in their level of classroom engagement and the results of their assignments. Creating infographics allows teachers to assess students' understanding of the material and to observe their interest in completing assignments. Students who demonstrate high levels of enthusiasm are typically able to produce more structured and creative work, reflecting their interest in learning.

Throughout the learning activities, students appeared active in discussions and collaborated in groups. They divided roles, exchanged ideas, and utilized devices to search for references and create infographics using simple design

applications. Student engagement at every stage of the learning process demonstrated that infographics served not only as a tool for delivering material but also as a medium that encouraged student activity and participation. Interactions between students and between teachers appeared more intensive, making the learning process more lively and communicative.

Students' learning interest is also influenced by the visual proximity of infographics to their everyday lives. Infographics, which resemble visual content on social media, create a sense of familiarity and comfort when receiving learning materials. Bright colors, engaging icons, and modern layouts remind students of the digital content they frequently consume. This familiarity creates a learning experience that is enjoyable and relevant to students' worlds, making it easier for them to absorb and understand the material.

In terms of enjoyment, the majority of students responded positively to learning using infographics. They appeared more enthusiastic, less bored, and engaged in the lesson in a positive mood. Their cheerful facial expressions, enthusiasm when the teacher began displaying the infographics, and active participation during the lesson were indicators that infographics were able to create a pleasant learning environment. This feeling of joy is an important factor in fostering students' interest in learning on an ongoing basis.

Student engagement also showed significant improvement. Students were more confident in expressing their opinions, actively asking questions, and responding to teacher inquiries. When given the task of creating infographics, students demonstrated seriousness in completing the task and did not procrastinate. They discussed the content and design of the infographics, sought teacher input, and attempted to improve their work. This demonstrates that students' interest in learning not only emerged during the learning process but also continued throughout the assignment process.

Furthermore, students' interest in learning was reflected in their level of motivation and attention during the lesson. Students appeared focused while the teacher explained the material, were not easily distracted by other activities, and followed instructions well. Some students even demonstrated initiative by independently seeking additional resources and completing assignments early. These actions demonstrate intrinsic motivation arising from students' interest in infographic-based learning.

Infographics also provide a different learning experience compared to conventional learning. Material previously considered difficult or boring becomes easier to understand and more engaging when presented visually. Infographics help simplify concepts, clarify relationships between pieces of information, and improve student retention. This contributes to increased student interest in learning because they perceive learning to be more meaningful and less burdensome.

Overall, the research results show that the use of infographic learning media can shape and increase students' interest in learning Indonesian at Madrasah. Infographics provide a more engaging, interactive, and relevant learning experience for students. Through communicative visual displays and learning activities that directly involve students, infographics encourage students to pay more attention, be actively involved, and participate enthusiastically in learning. Therefore, infographic learning media can be used as a learning tool, an effective alternative media in building students' interest in learning and creating a more innovative and meaningful Indonesian language learning process.

Conclusion

Based on the results of research on the use of infographic media in Indonesian language learning at Madrasah, it can be concluded that infographic media plays an important role in shaping students' learning creativity. This media not only functions as a visual aid, but also as a means that encourages students to process information critically, systematically, and creatively. Through a combination of short text, images, symbols, illustrations, and colors, students are able to understand the material in a more structured and meaningful way. The learning process with infographics requires students to select important information, organize it logically, and present it again in an innovative visual form. This activity encourages active student involvement, both individually and in groups, and trains independent thinking skills. Thus, the use of infographic media can produce learning work that reflects students' creativity in understanding Indonesian language material.

In addition to enhancing creativity, infographics have also been shown to foster students' interest in learning Indonesian. Research shows a shift in students' learning attitudes, characterized by increased enthusiasm, activeness, and attention during the learning process. Presenting material through engaging, concise, and easy-to-understand infographics makes students more engaged in classroom learning. Infographics help simplify language concepts and text comprehension that students previously considered complex. With increased interest in learning, students become more focused, more willing to ask questions, and more active in discussions and expressing opinions. This creates a more interactive and enjoyable learning environment. Therefore, the use of infographics can be concluded as effective in increasing interest in learning while supporting the quality of Indonesian language learning on an ongoing basis. The use of this media relevant to the characteristics of digital era students who tend to be visual, adaptive, and responsive to graphic information, so teachers are advised to integrate infographics in a planned manner in the planning, implementation, and evaluation of Indonesian language learning in secondary schools to improve the effectiveness of learning optimally and continuously according to the demands of the curriculum and the needs of today's national students. The implications of this study indicate that infographic media has great potential to increase student interest and creativity in learning. Theoretically, this finding strengthens visual-based learning that encourages student activeness and creativity. Practically, infographic media can be used by teachers as an alternative innovative learning media in Indonesian language learning in Madrasah to increase student motivation, focus, and participation.

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