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Creation of Interactive Question Card Media to Enhance Creative Thinking Abilities of Third Grade Elementary Student

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A B S T R A C T

Creative thinking is a crucial skill for the 21st century; however, elementary school children often struggle to develop it due to monotonous teaching methods and limited educational resources. This study aimed to develop and evaluate interactive question card media to enhance the creative thinking skills of third-grade students at SDN 49 Kota Bima. The research utilized a Research and Development (R&D) methodology, specifically the ADDIE (Analysis, Design, Development, Implementation, Evaluation) framework. There were 22 students in all, with 7 in a small group trial and 15 in a large group trial. Material and media specialists did the validation, students looked at how practical it was, and the N-Gain formula was used to compare pretest and posttest scores to find out how effective it was. The results showed that the tests were very valid, with scores of 92.50% and 95.22%. They were also very practical, with scores of 89.29% and 88.64%. The N-Gain of 0.353 showed that they were only moderately effective. As a result, interactive question card media are real, useful, and effective as other tools for teaching in elementary school classrooms

1. Introduction

Elementary education is essential for shaping students' viewpoints, dispositions, and competencies from an early age. Creative thinking, a skill that has gained prominence in the 21st century, is essential for tackling academic challenges and managing the intricacies of a fluid and unpredictable existence (Siallagan et al., 2025). Students who can think creatively can come up with new ideas, adapt to different situations, and come up with new, useful ideas along the way (Najichah et al., 2024). However, the reality is that teaching in elementary schools often revolves around lectures, with the teacher as the main focus and the students as passive recipients (Siallagan et al., 2025). Consequently, children have fewer chances to be creative, ask questions, or come up with different answers. Another study

confirmed that elementary school-aged children more easily develop their creativity when engaged in enjoyable, collaborative, and experiential learning activities (Gea & Zega, 2025). This situation shows how different the needs of 21st-century education are from the way elementary schools actually teach, which is still mostly memorization (Rismana & Hernawati, 2025). Because of this, primary school kids need to learn how to think creatively right away so they don't get stuck in rote learning and can grow in ways that meet modern needs.

In addition to the teaching methods used by teachers, the choice of learning materials that fit the needs of the students also has a big impact on how well they do in school. Innovative and interactive media can enhance student engagement, participation, and confidence in expressing their thoughts during the learning process (Shobirin et al., 2025). Unfortunately, the situation at many elementary schools, such as SDN 49 Bima City, shows that teachers still have very few options for teaching materials. Most of the time, they only have textbooks and a whiteboard. This situation quickly bores students, lowers their motivation, and makes it harder for them to learn Indonesian, which is full of fun activities that help them think creatively (Nasution et al., 2024). Previous research demonstrates that monotonous media does not promote higher-order thinking skills, leading students to focus on singular answers and lacking training in divergent thinking (Aini et al., 2025). Interactive instructional tools, such as question cards, educational games, and visually appealing media, have shown to improve student engagement and confidence in expressing their ideas (Carolline & Shofa, 2025). Adreyani and Wahyudi (2024) showed that students were more excited and interested when teachers used card-based media because it felt more like play than just learning. Choosing media that fits with children's personalities is therefore very important for encouraging creativity in the learning process (Cahyani et al., 2024).

The Ministry of Education's independent curriculum strategy gives teachers more freedom to customize lessons to meet the needs of their students. This curriculum emphasizes a project-based approach and creative activities to provide students with substantial learning opportunities (Lubis et al., 2024). However, the implementation in elementary schools still faces challenges. Most teachers are not familiar with new teaching methods and still use old-fashioned, teacher-centered methods (Dewi & Curup, 2024). Research Piris et al. (2025) reveals that educators persist in facing challenges when choosing creative media, resulting in students experiencing less challenging learning environments. The situation is exacerbated by inadequate teacher training in the creation of creative and interactive media (Sopiahah et al., 2025). As a result, teaching Indonesian in elementary schools, which should help students become better at language, be more creative, and think creatively, is boring and makes them lose interest. If this situation persists, students will become accustomed to passive learning techniques that hinder their creative thinking skills in the future (Fatikhah & Kusno, 2025).

Several studies have shown that the use of interactive learning resources can increase students' motivation and creativity. For example, it has been demonstrated that using Big Books in the classroom can effectively increase students' visual literacy and motivation for learning because they combine large text with visually

appealing illustrations that are easy to view at the same time (Mahdiyah & Layyinnati, 2020). According to research, Big Books can increase student engagement in language learning by promoting group discussions (Muharam et al., 2025). Simple media like Big Books are believed to be less effective at encouraging creative thinking skills than interactive media based on question cards that allow students to answer questions in an entertaining way (Zahrika & Purwati, 2024).

Interactive question cards are a new way to teach that is based on what primary school-aged kids are like. This media is designed as cards with questions or instructions that get kids to think for themselves. It also has a fun design and game elements that are appropriate for kids by Aulia & Aufa (2024). Research Tresnawati et al. (2024) demonstrates that students display heightened engagement and assertiveness in expressing their perspectives when employing question cards during the learning process. Research Muyassaroh et al. (2024) demonstrated that the use of interactive question cards in mathematics increases student creativity by up to 20% compared to conventional methods.

The limited creative thinking abilities of third-grade students at SDN 49 Kota Bima can be ascribed to teacher-centered pedagogy, inadequate methodological variety, and constrained innovative learning resources. This study aims to develop interactive question cards that are valid, functional, and effective in improving the creative thinking abilities of elementary school students. The goal of this media's development is to give teachers new options that fit the needs of their students and help them reach their Indonesian language learning goals. The focus is not only on understanding the material but also on improving students' creative thinking skills.

2. Methodology

This study utilized a Research and Development (R&D) methodology grounded in the ADDIE (Analysis, Design, Development, Implementation, Evaluation) framework. We chose this model because it is systematic, easy to use, and good for making interactive question cards as learning tools. The ADDIE method makes it easier to develop a product in steps, including needs analysis, media design, prototype creation and development, field trials, and final evaluation. This shows that the product is valid, useful, and effective (Branch, 2009; Tegeh & Kirna, 2021). This study included 22 third-grade students from SDN 49 Kota Bima in the 2023/2024 academic year. Seven of these students took part in the small-group trial, and fifteen others took part in the large-group study. We chose the subjects because we knew that third graders are at the concrete-operational stage of cognitive development, according to Piaget. This means they need learning materials that are real, visual, and interactive. The study encompassed both students and professionals in materials and media to authenticate the product prior to classroom evaluation.

The research instruments utilized included: (1) a material expert validation sheet to evaluate content alignment with the curriculum, linguistic clarity, and the relevance of questions to creative thinking indicators; (2) a media expert validation sheet to assess aesthetics, design, color, readability, and user-friendliness; (3) a student

response questionnaire to determine the practicality of the media; (4) a creative thinking test comprising pretest and posttest questions to measure the media's effectiveness. The expert validation sheet used a 1–5 Likert scale, the student answer questionnaire used a yes–no scale, and the creative thinking test was graded on fluency, flexibility, originality, and elaboration. The research methodology conformed to the ADDIE framework. The analytical phase included looking at the needs of students, the curriculum, and the state of the school, which showed that there weren't enough creative learning resources. During the design phase, we made interactive question cards with open-ended questions, pictures, bright colors, and instructions on how to use them. During the development phase, a media prototype was made, which was then checked by experts in the field and the media. After validation, the media was tested during the deployment phase through small and large group trials to see how students reacted and find any problems with how they were used. The final step is evaluation, which means making improvements to the product based on feedback from teachers and students and the results of creative thinking tests. Figure 1 below shows how the research method works.

Figure 1. ADDIE model research procedures

This study utilizes data analysis methodologies that include evaluations of validity, practicality, and effectiveness. The expert validation data were analyzed by calculating the average percentage score and subsequently categorized into classifications of extremely feasible, feasible, somewhat feasible, and not viable. The student questionnaire response data were analyzed utilizing the practicality percentage across the classifications of very practical, practical, somewhat practical, and not practical. The N-Gain test was used to compare pretest and posttest data to see if using interactive question cards helped students' creative thinking skills. The N-Gain criteria are divided into three groups: high (≥0.7), medium (0.3–0.69), and low (<0.3). This examination will determine the feasibility, practicality, and effectiveness of the developed media.

3. Results and Discussion

The initial evaluation of third-grade students at SDN 49 Bima City indicated considerable shortcomings in the educational process, particularly in cultivating creative thinking skills, a vital competency for the 21st century. At first, it seemed that students were not paying attention in class. They spent more time waiting for instructions from the teacher than asking questions or sharing their opinions. When given open-ended questions, most students had a hard time coming up with different answers, often copying the teacher's examples word for word. This showed that students' creative thinking skills were still somewhat limited, especially when it came to how flexible and original their answers were. The situation was made worse by the fact that teachers only used a few different types of teaching tools, mostly textbooks and blackboards. Students quickly got tired of the same media being used

over and over again, which made them less interested in and excited about the course. As a result, people had trouble developing their creative thinking skills, which could have been helped along by the right kind of education at an early age. This situation made it clear that new educational media are needed for elementary school students, who learn best when they can see, touch, and interact with things.

To tackle these challenges, researchers created interactive question cards aimed at stimulating and enhancing the creative thinking abilities of third-grade students at SDN 49 Kota Bima. These cards are vibrantly colored and sized appropriately for children, featuring simplistic drawings designed to capture attention and facilitate comprehension among students. Each card features open-ended questions that enable students to offer diverse responses based on their creativity and experiences. This media, characterized by its appealing aesthetics and demanding content, is anticipated to shift the learning environment from passive engagement to a more active, creative, and joyful experience. Interactive question cards can be utilized both individually and collectively, rendering them adaptable for diverse classroom learning contexts. The research process involved teachers as facilitators and students as active participants, encompassing stages of expert validation, small group trials, and large group trials. Figure 2 below illustrates the design of the interactive question cards designed for the media.

Figure 2. Interactive Question Card Media Developed

Before being tested on students, the interactive question cards were checked by media and material specialists to ensure that their look and content were suitable. As part of the material expert validation, the questions' suitability for basic Indonesian language proficiency, their connection to indicators of creative thinking, and the clarity of the language were all assessed. On the other hand, the media specialist assessed visual components like color scheme, illustration clarity, text readability, and media usability in the classroom. The validation results from both experts showed that the interactive question cards received very high scores. The material expert gave a score of 92.50%, while the media expert gave a score of 95.22%, which is also categorized as extremely appropriate. Therefore, this material has satisfied the requirements to be used in the trial phase of the classroom. Table 1 below provides a summary of the validation outcomes.

Table 1 Media Validation Results

Validator	Presentation	Category
Material Expert	92.50%	Very Worthy
Media Expert	95.22%	Very Worthy

Students were asked to test the interactive question cards after the validation process to determine their usefulness and level of acceptance. The trial was divided into two phases: a small group trial with seven students and a large group trial with fifteen students. In the small group experiment, students were gradually exposed to the media before being asked to use the question cards in Indonesian language learning activities. Students' responses indicate that the media significantly improved their comprehension of the questions, promoted more creative thinking, and created a supportive learning environment.

The media practicality percentage at this time was 89.29%, which is regarded as extremely practical. In the large group trial, the media was also used for full-class instruction. According to student responses, the media was still well-liked, with 88.64% of students describing it as very practical. This implies that the medium's effectiveness can be maintained regardless of how big or small it is used. The results of the media practicality trial are summarized in Table 2 below.

Table 2. Results of Media Practicality Test

Trials	Number of Students	Presentation	Category
Small Group	7	89.29%	Very Practical
Large Group	15	88.64%	Very Practical

In addition to taking feasibility and practicality into account, this study assesses how well interactive question cards foster students' capacity for creative thought. By comparing the pretest results from before students used media with the posttest results from after they used interactive question cards, the effectiveness of learning was assessed. Following the use of interactive question cards, students' average pretest score increased to 44.68, while their average posttest score increased to 64.23, according to the analytical results, indicating a significant increase. A positive development in students' capacity for creative thought was indicated by the 19.55-point difference in improvement between the two tests.

By comparing the amount of score improvement to the highest possible score that students could achieve, the N-Gain calculation was used to evaluate effectiveness more objectively. According to Hake's classification (low: $g < 0.3$; medium: $0.3 \leq g < 0.7$; high: $g \geq 0.7$), the computation results showed that the class N-Gain achieved a value of 0.353, classifying it as moderate. In conclusion, the interactive question card medium has proven to be highly effective in developing elementary school students' capacity for creative thought, even though the improvement is not yet significant. To provide a more quantitative summary of the achievements, the results of this effectiveness analysis are succinctly displayed in Table 3 below.

Table 3. Results of Media Effectiveness Analysis (Total Class Score)

Statistics	Value	Category
Pretest Average	44.68	-
Posttest Average	64.23	-
Difference (Posttest-Pretest)	19.55	-
Class N-Gain	0.353	Moderate

Discussion

Based on expert validation results, the research findings show that the created interactive question card media has a very high degree of feasibility. Evaluations by media experts with a score of 95.22% and material experts with a score of 92.50% indicate that this media has met academic and pedagogical standards. According to the material strategy, the topic that is taught must be in line with the curriculum's core competencies and pertinent to the indicator of creative thinking that is desired to be used. According to aesthetic principles, kartu depicts a striking design, a high level of keterbacaan, and a warning combination that harmonizes with the characteristics of the dasar school's students. This indicates that the generated medium is not just a novel idea but has also had its feasibility confirmed. This result supports the findings of Zahrika & Purwati (2024) study, which claims that well-designed interactive media can boost students' motivation to learn and encourage their active participation in the process. Because of this, the validation step ensures that this media is used in the classroom without the need for significant revisions.

The media's practical testing yielded very positive results on both small and large sizes. While the mean score in the practical area was 89.29% in the small group trial with 7 students, it was still a commendably high 88.64% in the large group trial with 15 students. This implies that the media is easy to use, doesn't confuse students, and successfully grabs their interest while encouraging more serious learning. In comparison to traditional learning methods, students reported that the interactive question cards improved their understanding of the subject, the card display was visually appealing, and the questions were challenging. These results support the findings of studies by (Aulia & Aufa, 2024) and (Tresnawati et al., 2024)), which demonstrated how card-based media can improve student learning engagement. This media has proven its ability to liven up the classroom, allowing students who were initially passive to become more comfortable answering questions, participating in class discussions, and expressing their original thoughts.

The analysis of pretest and posttest results supported the effectiveness of interactive question cards in improving students' capacity for creative thought. Students' average pretest score was 44.68, and their posttest score increased by 19.55 points to 64.23. It was classified as moderate by the N-Gain calculation, which produced a value of 0.353. The findings imply that, although it has not yet reached a high level, media use has a substantial impact on students' capacity for creative thought. This finding supports the findings of Rahmawati's (2021) study, which shows that the use of interactive media significantly increases students' creativity when compared to traditional teaching methods that solely rely on lectures and textbooks.

As a result, even though the improvement is still within the modest range, it shows that interactive question cards have successfully advanced the creative thinking skills of elementary school students.

The mean pretest and posttest scores were displayed in a bar graph to improve the analysis of the effectiveness results. This graph clearly shows how results improved after students used interactive question cards. A significant change in student learning outcomes is indicated by the difference in bar height between the pretest and posttest results. The results of the N-Gain calculation are illustrated in this figure, which shows that most students saw an increase in their scores, though to differing degrees. The comparative graph of student learning outcomes is shown in Figure 3 below.

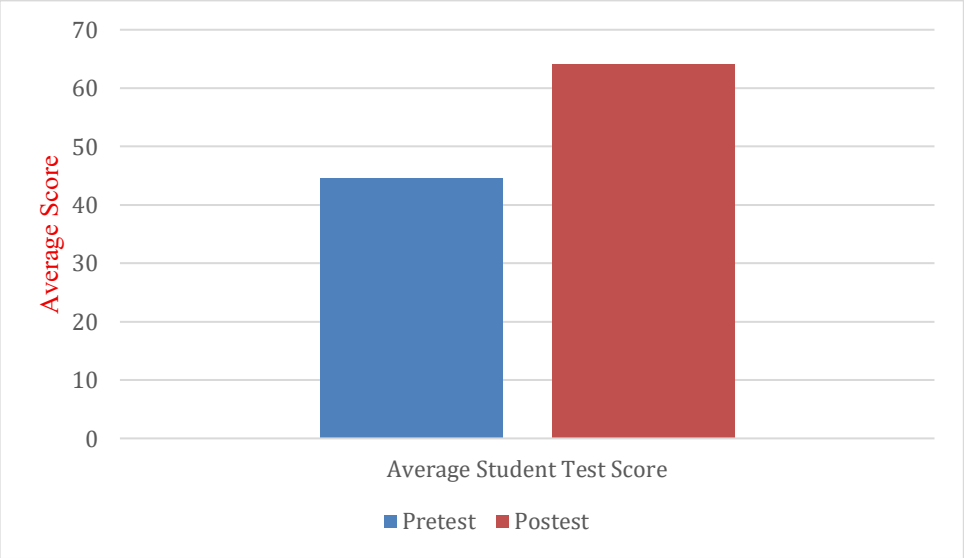

Figure 3. Comparison of Pretest and Posttest Averages

Secara keseluruhan, hasil penelitian ini menegaskan bahwa media kartu soal interaktif merupakan inovasi yang layak, praktis, dan efektif untuk digunakan dalam pembelajaran Bahasa Indonesia di sekolah dasar. Validasi ahli yang tinggi memberikan jaminan kualitas isi dan tampilan media, uji coba kepraktisan memperlihatkan respon positif siswa yang konsisten, dan analisis efektivitas menunjukkan adanya peningkatan keterampilan berpikir kreatif pada kategori sedang. Dengan berbagai temuan ini, media kartu soal interaktif dapat dijadikan alternatif solusi dalam mengatasi permasalahan rendahnya kreativitas siswa di kelas. Implikasi dari penelitian ini adalah bahwa guru sebaiknya mulai beralih dari metode konvensional yang monoton menuju penggunaan media interaktif yang lebih memfasilitasi kreativitas siswa. Ke depan, penelitian lanjutan dapat mengembangkan variasi kartu dengan desain dan materi yang lebih kompleks, serta menguji efektivitasnya pada mata pelajaran dan jenjang yang berbeda agar hasilnya lebih komprehensif.

The findings of this study confirm that interactive question cards are a workable, useful, and successful innovation for teaching Indonesian in elementary schools.

Thorough expert validation guarantees the media's content and presentation quality, real-world experiments consistently produce positive student responses, and effectiveness analysis shows a moderate improvement in creative thinking abilities. These results suggest that interactive question cards could be used as a substitute strategy to address the problem of students' decreased creativity in the classroom. According to this study, teachers should switch from dull, traditional methods to interactive resources that better foster students' creativity. For more comprehensive results, future studies could produce card variations with complex designs and materials and evaluate their effectiveness with a range of participants and skill levels.

4. Conclusion

In order to improve the third-grade students at SDN 49 Kota Bima's capacity for creative thought, this study successfully developed an authentic, useful, and effective interactive question card medium. The media created using the ADDIE approach proved effective in providing alternative education that was suited to the needs of elementary school students, who require engaging, tangible, and visual materials. According to the validation results from media and material specialists, this media met the eligibility requirements in terms of both presentation and content. Students responded favorably to the practicality test, reporting that using interactive question cards improved their motivation and level of engagement in the learning process. The improvement of students' creative thinking abilities within the moderate range demonstrated the media's efficacy and confirmed its significant contribution to the process of learning Indonesian.

The goal of this research, which was to create a customized and unique learning medium, has been accomplished. According to this study, teachers may use interactive question cards to address students' lack of creative thinking skills. It is recommended that this media be improved by adding more interactive graphic components, changing up the question types, and testing its effectiveness in different subjects and educational levels. With more development, interactive question cards could become a teaching tool that helps students develop 21st-century skills, particularly by boosting elementary school students' creativity.

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