



Vol. 4, No. 3, September 2026, pp. 2195-2204

INTERNATIONAL JOURNAL OF

POST AXIAL

FUTURISTIC TEACHING AND LEARNING

<https://journal.amorfati.id/index.php/postaxial> | ISSN 3025-7549



Development of a Spinning Wheel Media for Student Career Exploration

Eka Helvirianti^{1a*}, Ira Suryani^{2b}

¹Universitas Islam Negeri Sumatera Utara, Indonesia

²Universitas Islam Negeri Sumatera Utara, Indonesia

^ahelvirianti303222037@uinsu.ac.id, irasuryani@uinsu.ac.id

Article History:

Received:

31-07-2026

Revised:

20-08-2026

Accepted:

26-09-2026

Keywords:

Spinner wheel media, Profession introduction

*Correspondence Address:

helvirianti303222037@uinsu.ac.id

Abstract:

This study aimed to develop the Career Spinning Wheel media to assist elementary school students in career exploration and to evaluate the validity and practical usability of the developed media. This study employed a Research and Development (R&D) method using the Four-D development model consisting of Define, Design, Develop, and Disseminate, which was limited to the Develop stage. The research subjects consisted of one subject-matter expert, one media expert, one Grade III classroom teacher, and 27 Grade III students of SD Negeri 104260 Melati. Data were collected through observations, interviews, needs analysis questionnaires, expert validation sheets, and user response questionnaires. The needs analysis obtained a score of 94.74%, categorized as highly needed. Subject-matter expert validation obtained 86.00%, categorized as highly valid. Media expert validation obtained 75.00% in the initial assessment, categorized as valid, and increased to 86.67% after systematic revisions, categorized as highly valid. Teacher practicality response obtained 90.00%, categorized as highly practical, while student practicality response obtained 95.48%, categorized as highly practical. The Career Spinning Wheel was developed as a physical wooden spinning board displaying profession illustrations and titles, complemented by Student Worksheets (LKS) and an operational user guide. Based on these results, the Career Spinning Wheel media is valid and highly practical for helping elementary school students explore various professions through active, engaging, and enjoyable guidance activities.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.





Introduction (مقدمة)

Guidance and counseling constitute an essential component of the educational process, playing a pivotal role in assisting students to achieve optimal development in accordance with their potential and developmental tasks. Guidance and counseling services encompass personal, social, academic, and career domains. Through these services, students receive assistance in understanding themselves, recognizing their environment, developing their potential, and preparing for subsequent developmental stages (Prayitno & Amti, 2018). Within elementary education, career guidance serves as a foundational domain aimed at fostering early career awareness, helping young learners recognize various professions, understand job functions, and build positive attitudes toward the world of work (Dasar et al., 2024). Rather than pushing students toward premature job choices, elementary career guidance focuses on broadening occupational horizons and connecting personal interests with societal roles.

Career awareness in this study is anchored in Donald Super's theory of career development. Super conceptualized career development as a lifelong process closely intertwined with self-concept development. Elementary school students generally fall within the Growth stage of career development, during which they begin to develop self-concept, interests, abilities, and an initial understanding of the world of work (Elliott et al., 2025; Yavuz, 2022; Laranjeira & Teixeira, 2024). Consequently, students at this stage require experiences that broaden their awareness of diverse professions without forcing specific career choices. Furthermore, introducing professions can be integrated with Islamic values concerning work ethic, responsibility, and personal potential realization. Surah At-Taubah verse 105 emphasizes the imperative of working and performing good deeds, while Surah Al-Qasas verse 77 instructs individuals to seek goodness in earthly life. These values serve as a foundation for teaching students that every profession entails specific duties, responsibilities, and social utility (Ministry of Religious Affairs of the Republic of Indonesia, 2019).

The execution of career awareness activities must align with the developmental characteristics of elementary school students, who typically require concrete, visual, concise, and direct hands-on information. The utilization of instructional media enhances information delivery, making it more engaging and encouraging active student participation in guidance and counseling sessions (Prasetyawan & Alhadi, 2018). However, in practical classroom settings, career guidance often relies on traditional passive approaches, such as lectures, static textbook readings, or basic pictures, which quickly cause students to lose focus and limit their exposure to common professions.

To address these limitations, several recent studies have explored game-based learning media for elementary career guidance, such as occupational board games (Qarimah et al., 2026) or general spinning wheels for classroom learning (Chamalia et al., 2024; Solichah et al., 2021). Nevertheless, existing career media often present notable research gaps: digital apps or complex board games frequently require extensive setup time and clear technological requirements that may overwhelm third-grade pupils, while static flashcards lack the dynamic play element needed to maintain student motivation.

To bridge this empirical and practical gap, this study offers a specific novelty through the development of the Career Spinning Wheel media. Unlike standard static cards or complex games, this medium integrates a physical wooden spinning board with vibrant profession illustrations, structured Student Worksheets (LKS), and a user guide. The physical spinning wheel creates an element of playful anticipation that encourages active hands-on exploration, while the accompanying LKS provides immediate cognitive reinforcement regarding job duties, work environments, and moral values.

Based on the aforementioned rationale, the development of the Career Spinning Wheel media is expected to help elementary students explore various professions in a more active, engaging, and enjoyable manner, thereby broadening their early insights into the professional world. Consequently, this study aims to develop the Career Spinning Wheel media for introducing professions to elementary school students and to evaluate the validity and practical usability of the developed media.



Method (منهج)

1. Type of Research

This study constitutes Research and Development (R&D) aimed at developing a Career Spinning Wheel media as a supporting instructional tool in guidance and counseling services to assist elementary students in career awareness. The development process was conducted systematically through phases of needs analysis, design, development, and product evaluation via expert validation and practicality testing. The developed media encompasses information regarding job titles, duties and responsibilities, workplaces, tools utilized, and the societal utility or roles of various professions. This research focuses on producing a valid, practical, engaging, and age-appropriate learning medium tailored to the developmental characteristics of third-grade elementary school students, thereby facilitating interactive career exploration activities. However, in this study, the implementation was intentionally restricted to the Develop stage (3D adjustment). The Disseminate stage was omitted because the primary objective of this research was focused on producing a valid and practical prototype tested within a limited operational scope, rather than wide-scale commercial distribution or multi-school dissemination.

2. Development Model

This study adopted the Four-D (4D) development model formulated by Thiagarajan, Semmel, and Semmel (1974), which comprises four stages: Define, Design, Develop, and Disseminate. This model was chosen for its structured and systematic procedure, ensuring a targeted product development process. However, this study was limited to the *Develop* stage, as it focused primarily on producing a valid and practical Career Spinning Wheel medium for third-grade elementary students. Product validity and practicality were evaluated through expert validation and user usability testing, while the *Disseminate* stage was omitted because the research scope was restricted to product development and feasibility testing.

3. Development Procedure

This R&D study implemented the Four-D development framework consisting of four core phases:

- a) Define
- b) Design
- c) Develop
- d) Disseminate

In the **Define** stage, a needs analysis was conducted to gain a comprehensive overview of the current conditions and student requirements regarding career awareness media. Data collection involved classroom observations, teacher interviews, and student needs questionnaires. The analysis encompassed initial learning conditions, student characteristics,

learning tasks, career awareness concepts, and the formulation of developmental objectives. This defining phase aimed to establish foundational data necessary for determining the specifications and requirements of the developed product.

The **Design** stage was carried out by constructing an initial prototype of the Career Spinning Wheel media based on the needs analysis findings. During this stage, the researcher selected the specific professions to be introduced, designed the structural layout and visual aesthetics of the spinning wheel board, curated corresponding images and job titles, drafted Student Worksheets (*LKS*), and developed a user manual. The media was designed around a game-based framework to encourage active student participation in career exploration. Integrating educational games into career guidance aids in creating more engaging learning environments and fosters active student involvement in obtaining occupational information (Qarimah et al., 2026).

The **Develop** stage was undertaken to refine the product based on rigorous evaluation and revision iterations. In this phase, the initial prototype was validated by media experts and subject-matter experts. Validation feedback served as the basis for product revisions across various parameters, including visual display, operational feasibility, content accuracy, linguistic clarity, and developmental suitability for elementary students. Following iterative revisions, the product underwent re-validation and was subsequently subjected to limited field testing involving classroom teachers and third-grade students. These validation and field-testing stages were conducted to evaluate the validity and practicality of the media prior to its implementation in career counseling sessions.

The research instruments utilized included teacher interview guides, student needs analysis questionnaires, media expert validation sheets, subject-matter expert validation sheets, teacher response questionnaires, and student response questionnaires. Collected data comprised both quantitative and qualitative measures. Quantitative data—in the form of score assessments from expert validators and user responses—were analyzed using descriptive percentage calculations to determine media validity and practicality levels. Concurrently, qualitative data—consisting of comments, critiques, and suggestions provided by validators and users—were utilized as qualitative input to revise and perfect the developed instructional media (Sugiyono, 2019).

4. Research Approach and Method

The operational approach of this study falls within the scope of Research and Development (R&D), defined as a methodical process aimed at producing and validating educational products through systematic procedures. In this study, the developed output is a Career Spinning Wheel media designed as a supporting tool for guidance and counseling services to assist third-grade elementary school students in career exploration. The media underwent formal expert validation and practicality assessments to determine its validity and operational usability before school-level implementation.

5. Research Subjects and Validators

To evaluate product feasibility, the research involved two distinct subject groups: expert validators and target end-users:

- 1) Subject-Matter Expert: 1 university lecturer in Guidance and Counseling (M.Pd.) with expertise in elementary career guidance and counseling content validation.
- 2) Media Expert: 1 university lecturer in Educational Technology/Instructional Media (M.Pd.) specializing in visual media design and learning aids.
- 3) User Evaluators: 1 Grade III elementary classroom teacher and 27 Grade III students from

SD Negeri 104260 Melati during limited field trials

6. Research Instruments and Data Collection

Data were collected using qualitative and quantitative instruments designed according to specific evaluation indicators:

- 1) Needs Analysis Questionnaire: Distributed to 27 students to measure baseline demand across 5 dimensions (media requirements, learning styles, career awareness, motivation, and effectiveness).
- 2) Validation Sheets: Formatted with a 4-point Likert scale (1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good) for experts. The Subject-Matter validation sheet evaluated content relevance, factual accuracy, instructional presentation, linguistic suitability, and educational utility. The Media validation sheet evaluated visual appearance, technical/structural quality, usability, and general feasibility.
- 3) User Response Questionnaires: Formatted with a structured rating scale to assess operational practicality. The teacher response questionnaire evaluated 10 items including ease of operation, safety, flexibility, and clarity. The student response questionnaire assessed appeal, readability, engagement, and ease of understanding.

7. Data Analysis Technique

Data collected from field research were systematically analyzed to evaluate the validity and practicality of the Career Spinning Wheel media. The data analysis techniques implemented were as follows:

a) Analysis of Validation Sheet Data

Data derived from validator evaluations were analyzed by tabulating scores across all assessed indicators. Subsequently, the raw scores were calculated using the percentage formula to determine the media validity level. The formula used is expressed as follows:

$$\text{Validation Score} = \left(\frac{\text{Earned Score}}{\text{Maximum Score}} \right) \times 100\%$$

Upon obtaining the percentage score, the results were matched against predefined validity criteria to categorize the overall validity of the media. Beyond numerical scores, qualitative feedback, comments, and suggestions from validators served as critical benchmarks for product revision and refinement. These revisions were executed to ensure that the developed Career Spinning Wheel media aligns optimally with student needs and operates smoothly during practical usability testing.

Table 1. Validity Score Interpretation Criteria

No	Percentage (%)	Criteria
1	0% - 25%	Invalid (<i>No aspect of validity</i>)
2	25% - 50%	Moderately Valid
3	50% - 75%	Valid
4	75% - 100%	Highly Valid

Once the evaluation data were gathered, the accumulated scores were calculated to determine the practicality level of the Career Spinning Wheel media. The calculation results were

then aligned with predefined practicality score interpretation criteria to categorize the operational usability of the media. The interpretation criteria for practicality scores utilized in this study are detailed below:

Table 2. Practicality Score Interpretation Criteria		
No	Percentage (%)	Criteria
1	0% – 25%	Impractical (<i>No aspect of practicality</i>)
2	25% – 50%	Moderately Practical
3	50% – 75%	Practical
4	75% – 100%	Highly Practical

Result (نتائج)

1. Needs Analysis Results

Observations revealed that career awareness instruction in grade III was still dominated by lectures and question-and-answer sessions utilizing textbooks or static images. Consequently, several students easily lost focus, and their vocational knowledge remained limited to commonly encountered professions. Furthermore, teacher interviews indicated that specialized game-based media had not been implemented, whereas teachers expressed a strong need for instructional media that is easy to operate, engaging, and capable of enhancing student participation.

The needs analysis questionnaire administered to 27 students yielded a total score of 1,279 out of a maximum possible score of 1,350, equivalent to 94.74%, categorized as *Highly Needed*. Specifically, the media requirement dimension achieved 96.30%; learning styles, 94.44%; career awareness, 93.33%; learning motivation, 96.30%; and instructional effectiveness, 98.15%. These results demonstrate that students require instructional media that is visually engaging, interactive, supportive of collaborative learning, and conducive to understanding and retaining occupational information.

Table 3. Results of Student Needs Analysis

Dimension	Description	Information
Media Requirements	96.30%	Highly Needed
Learning Styles	94.44%	Highly Needed
Career Awareness	93.33%	Highly Needed
Learning Motivation	96.30%	Highly Needed
Instructional Effectiveness	98.15%	Highly Needed
Overall Average	94.74%	Highly Needed

2. Media Development Results

The developed product consists of a Career Spinning Wheel fabricated from a circular wooden board. The surface of the wheel displays illustrations and labels of various professions tailored to the developmental characteristics of elementary school students. Additionally, the media suite includes Student Worksheets (LKS) and an instructional guide. The worksheets serve as post-game reinforcement activities, whereas the instructional guide provides operational

procedures and implementation steps.

During the Develop phase, the Career Spinning Wheel media underwent systematic refinements based on qualitative feedback from media and subject-matter experts prior to limited field testing. Structural and durability improvements were achieved by replacing basic paper labels attached to a standard board with a smooth, sturdy wooden spinning mechanism with secure rotational components. To enhance visual aesthetics and readability for third-grade pupils, standard printed images—which were prone to wear and peeling—were upgraded to high-resolution, laminated vinyl stickers applied directly onto the board surface. Furthermore, to ensure seamless integration between gameplay and cognitive evaluation, the standalone spinning wheel was supplemented with structured Student Worksheets (LKS) and an operational counselor guide to facilitate post-game reflection.

3. Expert Validation Results

- a. **Media Expert Validation.** Media validation was conducted by Mrs. Manna Wassalwa, M.Pd. The evaluation encompassed visual appearance, structural quality, ease of use, and instructional effectiveness. In the initial assessment, each dimension received a score of 75%, yielding an overall average of 75%, which falls into the *Valid* category.

Table 4. Results of Media Expert Validation

Evaluation Dimension	Pre-Revision	Post-Revision
Visual Appearance Aspect	75.00%	93.33%
Technical Quality Aspect	75.00%	80.00%
Usability Aspect	75.00%	93.33%
General Feasibility Aspect	75.00%	80.00%
Overall Average	75.00%	86.67%

Following the revisions, the media validation score increased to 86.67%, elevating its qualification to the *Highly Valid* category. This enhancement demonstrates that refinements made to the spinning board, visual layout of occupational titles and graphics, and the application of high-quality adhesive stickers successfully improved the product's quality and alignment with student developmental characteristics.

- b. **Subject-Matter Expert Validation.** Subject-matter validation was carried out by Mr. Ali Daud Hasibuan, M.Pd., on May 18, 2026. The evaluation covered content relevance, factual accuracy, instructional presentation, linguistic suitability, and educational utility.

Table 5. Results of Subject-Matter Expert Validation

Evaluation Dimension	Percentage	Category
Content Relevance	90.00%	Highly Valid
Factual Accuracy	80.00%	Valid
Instructional Presentation	90.00%	Highly Valid
Linguistic Suitability	80.00%	Valid
Educational Utility	90.00%	Highly Valid
Average Score	86.00%	Highly Valid

The average score awarded by the subject-matter expert was 86.00%, placing it in the *Highly Valid* category. These results confirm that the career introduction content aligns with career guidance objectives and the cognitive characteristics of elementary school students, employing simple and accessible language.

4. Teacher and Student Response Results

a. Teacher Response

Teacher Response. Feedback was gathered from the Grade III classroom teacher using a 10-item practical evaluation questionnaire covering ease of operation, instructional clarity, component safety, flexibility, visual appeal, and student engagement. The teacher awarded a total score of 45 out of a maximum possible score of 50, resulting in a rating of 90.00%, categorized as *Highly Practical*.

b. Student Response

A limited field trial was conducted with 27 Grade III students. Students participated in small-group gameplay, took turns spinning the wheel, identified the designated professions, and listened to teacher explanations. Upon completing the game, students completed the Student Worksheets (*LKS*) under teacher guidance. The student response questionnaire yielded a score of 1,289 out of a maximum score of 1,350, or 95.48%, categorizing the media as *Highly Practical*.

Table 6. Summary of Validation and User Response Results

Evaluation Component	Percentage	Category
Subject-Matter Expert Validation	86.00%	Highly Valid
Media Expert Validation (Pre-Revision)	75.00%	Valid
Media Expert Validation (Post-Revision)	86.67%	Highly Valid
Teacher Response	90.00%	Valid
Response of 27 Students	95.48%	Highly Valid

Overall expert validation and user response results demonstrate that the Career Spinning Wheel media meets all criteria for validity and practical usability. Content validation reached 86.00% (*Highly Valid*), while media validation improved from 75.00% to 86.67% following revisions. Teacher response scored 90.00% and student response reached 95.48%, both situated in the *Highly Practical* category. Consequently, the Career Spinning Wheel media is valid and practical for implementation as a supporting instructional tool in guidance and counseling services to foster student career awareness in an interactive, engaging, and enjoyable manner.



Discussion (مناقشة)

The needs analysis revealed a high empirical demand (94.74%) for interactive career guidance media among Grade III elementary students, underscoring the limitations of traditional lecture-based approaches that often lead to student disinterest and restricted vocational knowledge. The development of the Career Spinning Wheel addresses this instructional gap by

offering a concrete, playful, and hands-on career exploration medium aligned with the developmental characteristics of concrete-operational learners.

The evaluation results confirm that the Career Spinning Wheel achieved high levels of both validity and practical usability. Subject-matter validation reached 86.00% (Highly Valid), while media expert validation increased from 75.00% to 86.67% (Highly Valid) following systematic structural and visual revisions. Furthermore, practical evaluations from the classroom teacher (90.00%) and 27 Grade III students (95.48%) demonstrate that the media is highly operational, safe, and engaging for classroom implementation.

These findings strongly support Donald Super's career development theory, specifically regarding the Growth stage (ages 4–14) (Super, 1980, 1990). During this stage, children begin formulating baseline self-concepts, career interests, and capacity perceptions through playful exploration and exposure to adult roles. The game mechanics of spinning the wheel, identifying occupational titles, and discussing work environments create a low-pressure environment that stimulates curiosity without forcing premature career choices. Moreover, integrating Islamic values – highlighting work ethic and social responsibility as taught in Surah At-Taubah (105) and Surah Al-Qasas (77) – helps young learners conceptualize professions not merely as earning activities, but as meaningful moral and social contributions (Ministry of Religious Affairs of the Republic of Indonesia, 2019).

When compared with previous studies on elementary career guidance, the Career Spinning Wheel demonstrates unique operational advantages. While recent game-based developments such as the "Kwareture" board game (Qarimah et al., 2026) provide comprehensive occupational coverage across 12 clusters, they often require longer playtimes and complex rules that can overpower younger elementary pupils. Conversely, general spinning wheel applications in basic subjects (Chamalia et al., 2024; Solichah et al., 2021) focus primarily on cognitive recall. The Career Spinning Wheel bridges these approaches by pairing a tactile, durable wooden spinner with structured Student Worksheets (LKS) and counselor guidance, balancing playful engagement with immediate reflective learning.

The practical implication of this study is that elementary guidance counselors and classroom teachers are provided with a practical, low-tech, and reusable career guidance tool that successfully boosts student participation and retention. However, several limitations must be acknowledged. First, the development was restricted to the Develop stage of the 4D framework, omitting wide-scale dissemination. Second, the field trial was limited to a single small sample of 27 Grade III students in one school. Consequently, while high validity and practicality were established, the broader generalizability and long-term impact on student career maturity remain to be tested. Future research should extend to the Disseminate stage, utilizing quasi-experimental pretest-posttest designs across larger, multi-school samples to measure quantifiable gains in career awareness.



Bibliography (مراجع)

- Chamalia, N., Nurhayati, E., & Dewi, G. K. (2024). Pengembangan Media Pembelajaran Roda Putar untuk Meningkatkan Hasil Belajar Siswa Kelas IV Sekolah Dasar. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(9), 11002–11009. <https://doi.org/10.54371/jiip.v7i9.5453>
- Darminto, N. (n.d.). *Meningkatkan Minat Memanfaatkan Layanan Bimbingan Dan Konseling Melalui Penggunaan Media Bimbingan Dan Konseling MENINGKATKAN MINAT MEMANFAATKAN LAYANAN BIMBINGAN DAN KONSELING MELALUI PENGGUNAAN MEDIA BIMBINGAN DAN KONSELING Sayyida Fadhila Nabila Bimbin*. 558–564.
- Dasar, K., Dan, B., Karir, K., Sukoco, D., Ismail, T., Laksana, B. W., Agama, I., & Iai, I. (2024). *PESERTA DIDIK DI SEKOLAH DASAR dan konseling karir sejak usia dini dapat Peran Guru BK*

- sangat diperlukan untuk melihat permasalahan apa saja yang layanan untuk membantu individu. 3297, 546–559.
- Fadhillah, S. H., Abidin, Z., & Hanami, Y. (2024). Studi Kualitatif Perkembangan Karier pada Anak Sekolah Dasar: Bagaimana pandangan mereka terhadap peran orangtua? *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 33(2), 214–227. <https://doi.org/10.17977/um009v33i22024p214-227>
- Irmayanti, R., Suherman, U., Nurihsan, J., & Budiman, N. (2025). Overview of elementary school students' career awareness in Bandung City. *PrimaryEdu: Journal of Primary Education*, 9(1), 96–106. <https://doi.org/10.22460/pej.v9i1.5215>
- Julita, S. P., Hayati, L. M., Dasar, G. S., Guru, P., Anak, P., Dini, U., & Karir, P. (2025). JURNAL PENDIDIKAN WIDYASWARA INDONESIA E-ISSN Volume 1 ; Nomor 2 ; Agustus 2025 ; Hal 143-17 Website : <https://journal.widyaswara.ac.id/index.php/jpwi> PENTINGNYA LAYANAN INFORMASI KARIR DALAM MEMBENTUK PEMAHAMAN Jurnal Pendidikan Widyaswara Indonesia (JPWI). 1, 143–147.
- Lidyasari, A. T., & Hidayah, N. (2020). *Portrait of Career Awareness Elementary School Children : A Preliminary Research*. 24(08), 7459–7475.
- Prasetiawan, H., & Alhadi, S. (2018). Pemanfaatan Media Bimbingan dan Konseling di Sekolah Menengah Kejuruan Muhammadiyah se-Kota Yogyakarta. *Jurnal Kajian Bimbingan Dan Konseling*, 3(2), 87–98. <https://doi.org/10.17977/um001v3i22018p087>
- Qarimah, I. R., Hayat, M. Y., & Herman, N. (2026). Pengembangan Media Board Game “ Kwareture ” Berbasis 12 Rumpun Profesi untuk Pengenalan Karier Siswa Sekolah Dasar. 6(April), 24–34.
- Rohimah, E. M., Anisa, N., Velcita, N., Ramadhani, A., Unaizahroya, I., & Puspito, A. N. (2026). Pengenalan Profesi atau Cita-Cita Oleh Siswa / Siswi Kelas IV dan VI di SDN Jatisari Abstrak Jurnal Pengabdian Nasional (JPN) Indonesia. 7(1), 306–315.
- Sari, W. M., Rachmawati, I., Kusumo, H., & Triyono, T. (2022). Career Awarness pada Siswa Sekolah Dasar. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, 5(2), 40. <https://doi.org/10.17977/um050v5i2p40-47>
- Solichah, M., Akhwani, Hartatik, S., & Ghufro, S. (2021). Pemanfaatan Media Roda Putar Dalam. *Wahana Sekolah Dasar*, 29(2), 80–92.