ABSTRACT

Designing History Learning Applications with Cognitive and Affective Domain Integration Based on Bloom's Taxonomy

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This study aims to develop and evaluate an educational *game*-based history learning application designed to enhance student engagement and understanding of national history, integrating Bloom's Taxonomy up to the application level (C3). The application utilizes cognitive UX principles, such as the Peak-End Rule, Zeigarnik Effect, and Von Restorff Effect, to strengthen students' memory. The Recognize, Scrutinize, materialize (RSM) method was used to ensure the application meets students' cognitive and affective needs. *Testing* results indicated high acceptance across three schools, namely SDN Bojongsoang 1, SDN Bojongsoang 2, and SD Trikarsa, with most questionnaire responses scoring above 90%. SDN Bojongsoang 2 showed the best results, with stable percentages reaching up to 110.40%, indicating the application's effectiveness in enhancing student engagement. SDN Bojongsoang 1 and SD Trikarsa also demonstrated positive acceptance, despite some fluctuations in certain questions. This application provides a personalized learning experience and encourages students to think critically and relate the material to contemporary contexts. The study concludes that this digital learning medium is effective as an educational tool and in shaping student character, while instilling nationalistic values and patriotism.

Keywords: *History learning application, Learning Media, Heroes, Educational Game.*