

Analysis of Social Studies Learning Outcomes of Elementary School Students Based on Learning Motivation

Received: ¹Ulan Sapitri, ²Nurhayati, ³Rien Anitra

01/04/2024 Sekolah Tinggi Keguruan dan Ilmu Pendidikan Singkawang, Indonesia

Accepted:
26/09/2024

¹ulansapitri1201@gmail.com

²nurhayati@stkipsingkawang.ac.id

Published:
27/09/2024

³anitrarien@gmail.com *Corresponding author)

Abstract

This study analyzes the relationship between learning motivation and student achievement in Social Studies. The research employed a descriptive quantitative method with a sample of 24 students. Data were collected through a motivation questionnaire and analyzed using descriptive statistics and simple correlation to identify the relationship between learning motivation and student achievement. The findings indicate that most students have moderate to low learning motivation, which aligns with their academic performance, which also falls within the moderate category. A positive correlation was found between learning motivation and student achievement, where students with higher motivation tend to achieve better results. The study recommends implementing more interactive and engaging teaching methods to enhance learning motivation and learning outcomes.

Keywords: learning outcomes; learning motivation; social studies

Abstrak

Penelitian ini bertujuan untuk menganalisis hubungan antara motivasi belajar dengan hasil belajar siswa pada mata pelajaran Ilmu Pengetahuan Sosial. Metode yang digunakan adalah kuantitatif deskriptif dengan subjek penelitian sebanyak 24 siswa. Data dikumpulkan melalui angket motivasi dan dianalisis menggunakan statistik deskriptif serta korelasi sederhana untuk mengidentifikasi hubungan antara motivasi belajar dan hasil belajar. Hasil penelitian menunjukkan bahwa mayoritas siswa memiliki motivasi belajar dalam kategori sedang hingga rendah, yang sejalan dengan capaian hasil belajar yang juga berada pada kategori sedang. Ditemukan adanya korelasi positif antara motivasi belajar dan hasil belajar siswa. Siswa dengan motivasi yang lebih tinggi cenderung memiliki hasil belajar yang lebih baik. Penelitian ini merekomendasikan penerapan metode pembelajaran yang lebih interaktif dan menarik untuk meningkatkan motivasi dan hasil belajar siswa.

Kata kunci: hasil belajar; motivasi belajar; ilmu pengetahuan sosial

Introduction

Social Studies in elementary schools play a crucial role in shaping students' character and knowledge regarding social life, culture, and history. The teaching of social studies serves as a medium for delivering information and as an instrument for instilling essential values fundamental to community life. Through social studies, students are taught to understand the social and cultural contexts surrounding them, contributing to developing social awareness and identity as good citizens. Values such as justice, democracy, and human rights are conveyed in a relevant context, helping

students develop critical and analytical thinking skills (Mukti et al., 2023; Nursyifa, 2019; Suarti et al., 2023). Social Studies functions not only as academic education but also as a character-building tool, preparing students to contribute to society positively.

Furthermore, social studies education introduces various cultural and historical aspects, strengthening students' patriotism and national identity. Innovative teaching methods, such as project-based learning and digital media, enhance active student participation, allowing them to relate knowledge to everyday life (Mawarti, 2023). This approach makes learning more engaging and actively involves students in the learning process, thereby developing social skills and critical thinking abilities (Arfianda et al., 2023; Arianti et al., 2021).

Preliminary Public Primary School 11 Singkawang observations indicate that students' learning outcomes remain low. Many students scored below the minimum competency criteria set at 60. Of 24 students, 16 have not yet achieved the competency standard, representing approximately 66.7%, while only eight have passed, accounting for 33.3%. This suggests that less than half of the class has achieved optimal learning outcomes. Based on interviews with the class teacher, the low learning motivation is due to several factors, such as lack of interest in certain subjects, weak internal drive to study, and negative influences from unfiltered technology, leading students to become unmotivated and less inclined to learn.

Improving the quality of social studies learning outcomes in elementary schools is a complex challenge influenced by various factors, including students' learning motivation. Research shows that learning motivation is essential to students' academic achievement, where highly motivated students tend to exhibit better learning outcomes (Habibah et al., 2023). Additionally, internal factors such as attitude and independent learning significantly contribute to students' learning outcomes, indicating that character development and positive study habits are crucial (Chairiyah et al., 2023; Rijal & Bachtiar, 2015). In social studies learning, implementing innovative and engaging methods, such as using effective learning media, can increase students' interest and motivation, thereby positively impacting their learning outcomes (Kurniasari, 2020; Nurrita, 2018). Therefore, strategies focusing on enhancing motivation and the appropriate use of media should be a priority in efforts to improve the quality of social studies education at the elementary level (Trivena & Hakpantria, 2022; Wardani et al., 2024).

Learning motivation plays a pivotal role in the educational process as it can influence both the learning process and students' outcomes. As described by Lubis, motivation theories suggest that learning motivation contributes to academic achievement and strengthens students' character, which is part of Pancasila education (Lubis et al., 2024). Furthermore, research by Lena emphasizes that students with high intrinsic motivation tend to perform better academically as they engage in learning enthusiastically and desire to understand the material (Lena et al., 2022). Utami et al. also highlight that learning motivation is closely related to the skills acquired by students, where strong motivation can enhance their ability to complete academic tasks. In this context, a fun and interactive learning approach can boost students' motivation,

leading to greater involvement in the learning process (Buckley & Doyle, 2016). Thus, it can be concluded that learning motivation is a primary driver that affects learning outcomes and shapes students' character and skills in facing educational challenges in the era of globalization.

There is a significant gap in previous research regarding the impact of learning motivation on learning outcomes, particularly in social studies at the elementary school level. Most existing studies explore external factors, such as teaching methods, without considering learning motivation as a critical internal factor. Research by Gumala shows a significant relationship between learning motivation and students' learning outcomes, with correlation coefficients indicating that learning motivation contributes to better learning outcomes (Gumala et al., 2023). Additionally, research by Wafiqni emphasizes the importance of learning motivation in encouraging students to achieve learning goals, showing that learning motivation can increase students' interest and concentration (Wafiqni, 2023). Other studies also indicate that learning motivation is essential in enhancing learning outcomes, as stated by Andriani and Rasto, who assert that increasing learning motivation can contribute to overall student learning outcomes (Andriani & Rasto, 2019). However, despite evidence showing a positive relationship between learning motivation and learning outcomes, there is still limited research specifically examining the impact of learning motivation on social studies outcomes at the elementary school level, making it an area that needs further exploration.

This study examines the correlation between the level of learning motivation and students' learning outcomes in social studies at the elementary school level. Given the importance of social studies in shaping students' character and social, cultural, and historical knowledge, this research focuses on how motivation can influence academic achievement as an internal factor. While many previous studies highlight external factors such as teaching methods, this study aims to fill the gap by specifically investigating the impact of learning motivation on social studies learning outcomes. It is hoped that the findings of this study will provide new insights into how students' motivation can be enhanced to encourage better learning outcomes while also contributing to the development of more effective learning strategies in elementary schools.

Research Method

This study employs a descriptive quantitative method to analyze the social studies learning outcomes of fifth-grade students at Public Elementary School 11 Singkawang, which are evaluated based on their learning motivation. The research subjects consist of 24 fifth-grade students, and data were collected through a motivation questionnaire designed to measure the student's level of learning motivation. The questionnaire includes various indicators of motivation, such as interest in learning, effort in studying, and attitudes towards the subject. The collected data were analyzed using descriptive statistical techniques to illustrate the distribution of students' learning outcomes based on their level of motivation. The student's learning outcomes are categorized into five levels: very high, high, moderate, low, and very low. Additionally, using a simple

correlation analysis technique, the researcher will examine the relationship between the level of motivation and the learning outcomes students achieve to determine whether motivation plays a significant role in academic achievement in Social Studies.

Results

This study uses a descriptive quantitative approach to analyze the learning outcomes of Social Studies based on students' learning motivation in the fifth grade of Public Elementary School 11 Singkawang. The study involves 24 students, whose learning outcomes and motivation are categorized into very high, high, moderate, low, and very low levels.

Social studies learning outcomes

The analysis results indicate variations in the distribution of learning outcomes among fifth-grade students. No students were in the very high (score 81-100) or very low (score 0-20) categories. However, four students fell into the high category (score 61-80), totaling 268.75. Most students, totaling 9, were in the moderate category (score 41-60), scoring 437.5. Meanwhile, 11 students were in the low category (score 21-40), totaling 387.5. Overall, the average score of the students' learning outcomes is 45.57, which falls within the moderate category.

The bar chart in Figure 1 shows that most students are in the moderate category, while the fewest are in the high category. There are no students in the very high or very low categories. This suggests that, in general, students' academic performance in Social Studies is at a moderate level.

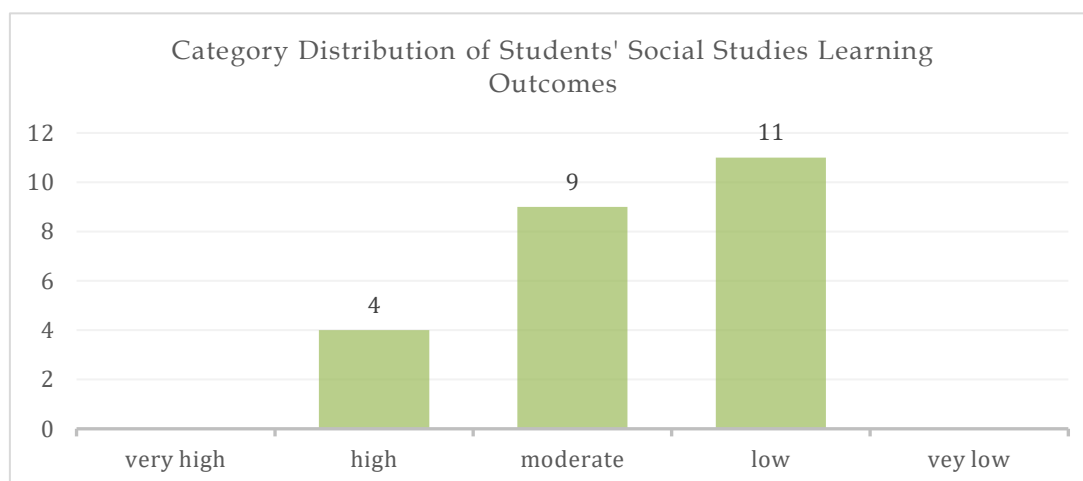


Figure 1 Category Distribution of Students' Social Studies Learning Outcomes

Learning Motivation

Students' learning motivation is categorized into five levels: very high, high, moderate, low, and very low, based on the results of a learning motivation questionnaire consisting of 20 statements. Figure 2 shows that no students fell into the very high (score 85-100%) or very low (score 0-40%) categories. However, five students were in the high category (score 70-85%), with a total questionnaire score of 335, while eight students

were in the moderate category (score 55-70%), with a total questionnaire score of 455. Most students, totaling 11, were in a low category (score 40-55%), with a total questionnaire score of 545.

The average student motivation score is 55.625, placing them in the moderate category. This indicates that students' learning motivation is satisfactory, but most students have lower motivation, with more students in the low category than in the moderate or high categories. This motivation distribution shows that no students have very high or very low motivation levels. Based on this data, it can be concluded that the overall student motivation falls within the moderate category. However, there is still a need to enhance motivation, particularly for students in the low category.

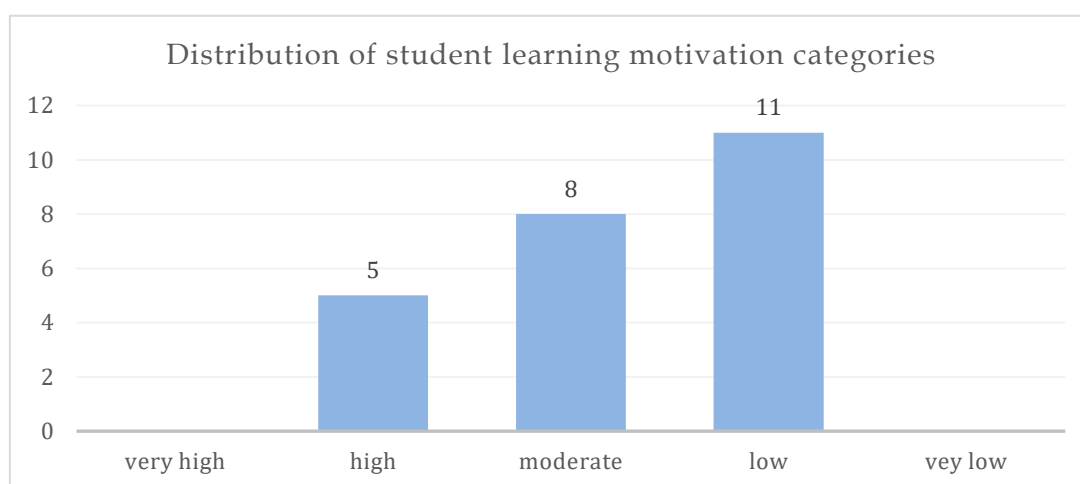


Figure 2 Distribution of student learning motivation categories

Relationship between learning motivation and learning outcomes

The analysis results of the relationship between students' learning motivation and their Social Studies learning outcomes indicate that students with high motivation tend to achieve higher learning outcomes. This demonstrates a clear relationship between students' motivation and their Social Studies learning outcomes. Three students achieved high learning outcomes in the high motivation category, while one obtained moderate learning outcomes. This suggests that students with higher motivation tend to achieve better learning outcomes.

In the moderate motivation category, learning outcomes show a more varied distribution. A total of 1 student achieved high learning outcomes, six students were in the moderate learning outcomes category, and four students fell into the low category. This indicates that moderate-motivated students tend to have learning outcomes ranging from moderate to low categories. Meanwhile, in the low motivation category, most students, amounting to 7, were in the low learning outcomes category, while two students achieved moderate learning outcomes. This suggests that students with low motivation generally have low learning outcomes, although a small number can achieve moderate outcomes.

No students were found in the very high or very low motivation categories, indicating that students' learning motivation generally ranges from moderate to low.

levels. The data show that the higher the students' learning motivation, the better their learning outcomes. Conversely, students with low motivation tend to have lower learning outcomes. Figure 3 visualizes the relationship between motivation and learning outcomes.

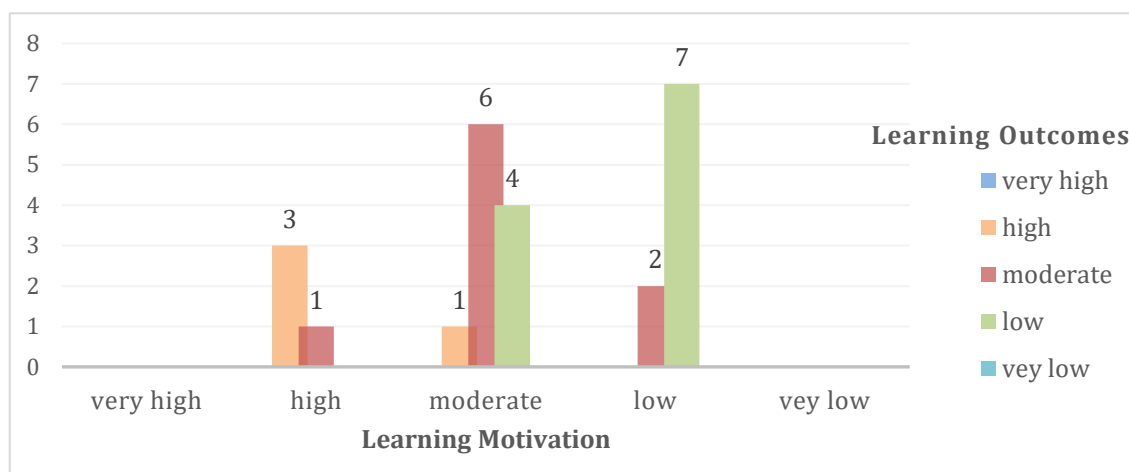


Figure 1 Relationship between Motivation and Student Social Studies Learning Outcomes

Discussion

Learning outcomes are one of the primary indicators for assessing the success of the educational process, reflecting how effectively students absorb the material taught. In this study, the learning outcomes of fifth-grade students in Social Studies at Public Elementary School 11 Singkawang show significant variation. Using a categorization scale, the learning outcomes are divided into five categories: very high, high, moderate, low, and very low. However, based on the data obtained, no students fall into the very high or very low categories. The majority of students are in the moderate category, indicating that their learning outcomes are generally at an average level. Specifically, nine students are in the moderate category, while 11 are in the low category. Only four students are in the high category. This suggests that overall, students' academic achievement in Social Studies is not yet optimal, even though it is still within a range that can be further developed.

The predominance of students in the moderate and low categories can be attributed to several factors, one of which is teaching methods that do not fully meet students' learning needs. In this context, Piaget's constructivist theory emphasizes the importance of active learning experiences and direct student engagement in the learning process. According to Piaget, students build knowledge through interaction with their environment and direct experiences, allowing them to develop a deeper understanding (Chen & Lertamornsak, 2023; Mustafa & Roesdiyanto, 2021; Sugrah, 2020). Suppose the learning methods applied are passive and focus solely on the transfer of information. In that case, students' learning outcomes tend to be suboptimal, as they are not actively involved in the learning process (Purushothaman, 2013).

Furthermore, research indicates that student engagement in the learning process significantly influences their academic outcomes. This engagement includes cognitive, behavioral, and affective aspects contributing to learning success (Chang, 2023; Kartinah & Prasetyowati, 2022). Students who are actively engaged in learning are more likely to understand the material, have higher retention rates, and enjoy learning activities more than less engaged students (Casimiro, 2016). Therefore, educators need to implement methods that encourage active student engagement, such as project-based learning or collaborative learning, which align with the principles of constructivism (Santayasa et al., 2020).

In addition, teachers' perceptions of constructivist learning theory also significantly influence their teaching practices. When teachers understand and apply constructivist principles, they are more likely to create a learning environment that supports exploration and collaboration among students (Rahayu, 2018). This suggests that to improve student's learning outcomes, teaching methods and teachers' understanding and attitudes toward relevant learning theories must be considered (Aeni et al., 2023; Prachárová, 2020). Thus, efforts to enhance students' learning outcomes should include training for teachers on implementing methods that meet students' learning needs and the principles of constructivism.

Students' learning motivation is a crucial factor that influences their learning outcomes. This study shows that most fifth-grade students at Public Elementary School 11 Singkawang have low learning motivation, which can negatively impact their academic performance. According to Vroom's expectancy theory, students who believe their efforts will yield the desired results tend to put in more effort (Putra, 2023). However, with low motivation, students may not feel driven to achieve higher results, which keeps their learning outcomes at a moderate or even low level (Andriani & Rasto, 2019).

The data show that out of 24 students, 11 are in the low motivation category, 8 are in the moderate category, and only 5 have high motivation. The average student motivation score is 55.625, indicating that although students' learning motivation is generally satisfactory, there is still room for improvement, especially for those in the low category (Utami & Fadilah, 2022). Previous research has also shown that learning motivation is essential in encouraging students to achieve learning goals and increasing their interest and attention to the subject (Wafiqni, 2023).

Factors influencing students' learning motivation can be divided into internal and external. Internal factors include students' interest in the subject, self-confidence, and curiosity, all contributing to higher learning motivation (Puthree et al., 2021). On the other hand, external factors, such as support from teachers, parents, and the school environment, also play an essential role in shaping students' motivation (Suud & Rivai, 2022). Maslow's theory of motivation emphasizes that students' basic needs, such as security and emotional support, must be met before they can achieve higher learning motivation (Komalasari, 2022). In the context of this study, the low motivation of most students may be related to a lack of support from the learning environment or a lack of engaging teaching methods in the classroom (Suparman, 2023).

The impact of low learning motivation is significant on students' learning outcomes. Students with low motivation tend to be less active in learning, show little interest in the subject matter, and make less effort to achieve optimal results (Suhardi, 2022). Conversely, highly motivated students are more active in class, engage in discussions, and have a strong drive to achieve good results (Sigumantar, 2021). This is consistent with Bandura's self-efficacy theory, which states that highly motivated students typically have a strong belief in their ability to overcome learning challenges, making them more persistent and less likely to give up when faced with difficulties (Simamora et al., 2020).

This study highlights the importance of enhancing students' motivation to achieve better learning outcomes. Various strategies can increase motivation, including creating a supportive learning environment, engaging teaching methods, and providing necessary emotional support (Dewi & Yuniarsih, 2020). Therefore, attention to students' learning motivation should be a priority in efforts to improve their academic performance.

The findings of this study also show a positive relationship between learning motivation and learning outcomes. Learning motivation is one of the critical factors influencing students' academic achievement. Research indicates that students with high motivation tend to achieve better learning outcomes than those with low motivation (Mahmudi, 2016). Therefore, developing strategies to enhance learning motivation is essential, especially for students in the low category. Effective strategies include providing rewards, offering positive feedback, and creating an engaging learning environment (Ash-Shiddiq et al., 2022; Martina et al., 2019). Project-based and contextual learning approaches have also increased student interest by relating subject matter to everyday life, motivating students to learn (Fatah, 2023).

In addition to internal factors such as motivation, external factors play a crucial role in determining students' learning outcomes. The family and school environment contribute significantly to students' motivation and learning outcomes. According to Bronfenbrenner, various systems around them influence students' learning outcomes, including family support and a conducive learning environment (Pakaya, 2023). Family support can increase students' interest and motivation in learning, while a supportive school environment can create a conducive atmosphere for learning (Suud & Rivai, 2022). Research shows that students who receive emotional and instrumental support from their families have better learning outcomes (Bangun et al., 2020; Fradani, 2017).

In this context, the low learning outcomes of fifth-grade students at Public Elementary School 11 Singkawang indicate the need for intervention in various aspects, including applying more active learning approaches and enhancing learning motivation (Ash-Shiddiq et al., 2022). Proper interventions, such as innovative teaching methods and better environmental support, are expected to improve students' academic achievements.

The limitations of this study lie in the relatively small sample size, which limits the generalizability of the results to a larger population. Additionally, the data collection method may be prone to respondent bias, especially when using surveys or self-report

questionnaires. A lack of control over external variables can also affect the internal validity of the study's results. Moreover, this study only observes correlations without deeply investigating causality, suggesting that a more comprehensive approach is needed to understand the dynamics of the variables studied. Future research should use more significant and more demographically diverse samples to increase the generalizability of the findings. Future research should also consider using more objective data collection methods, such as direct observation or laboratory experiments, to minimize potential bias. Additionally, experimental research examining causal relationships between variables is needed to provide a deeper understanding of the mechanisms behind the findings identified in this study.

Conclusion

This study was conducted to analyze the relationship between learning motivation and students' learning outcomes in Social Studies at Public Elementary School 11 Singkawang, prompted by the low learning outcomes of students, where the majority were categorized as having moderate to low learning outcomes. The main findings indicate a positive correlation between learning motivation and learning outcomes, showing that students with high motivation tend to achieve better learning outcomes. The implications of this study highlight the importance of enhancing learning motivation through more engaging and participatory teaching approaches, such as project-based learning. Future research should use a larger and more diverse sample and more objective methods to ensure broader and deeper validity of the findings.

References

- Aeni, N., Budiamin, A., & Muhtar, F. (2023). Implementation of Learning Theory of Constructivism Perspective Jean Piaget (1896-1980) in PAI Learning at SDI Bilal Bin Robah Batulayar Village, Batulayar District. *Edumaspul - Jurnal Pendidikan*, 7(2), 5219-5229. <https://doi.org/10.33487/edumaspul.v7i2.7163>
- Andriani, R., & Rasto, R. (2019). Motivasi Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 80. <https://doi.org/10.17509/jpm.v4i1.14958>
- Arfianda, R., Nurdin, & Syamsuriyanti. (2023). Penerapan Strategi Pembelajaran Crossword Puzzle untuk Meningkatkan Hasil Belajar IPS Siswa Sekolah Dasar. *Jurnal Ilmu Pendidikan Dasar Indonesia*, 2(3 SE-Articles), 133-142. <https://doi.org/10.51574/judikdas.v2i3.773>
- Arianti, N. N. S., Astawan, I. G., & Krisnaningsih, M. (2021). Penerapan Model Pembelajaran ICARE untuk Meningkatkan Hasil Belajar IPS Siswa Kelas IVB SD. *Jurnal Ilmiah Pendidikan Profesi Guru*, 4(2), 240-250. <https://doi.org/10.23887/jippg.v4i2.35571>
- Ash-Shiddiq, A. A. F. P., Mardhiah, Ichiana, N. N., & Baharuddin, B. (2022). Pengaruh Minat Belajar Dan Lingkungan Sekolah Terhadap Hasil Belajar Siswa. *Alauddin Journal of Mathematics Education*, 4(2), 172-181. <https://doi.org/10.24252/ajme.v4i2.33633>
- Bangun, A. V, Jatnika, G., & Herlina, H. (2020). Hubungan Antara Dukungan Keluarga

- Dengan Kepatuhan Diet Pada Penderita Diabetes Mellitus Tipe 2. *Jurnal Ilmu Keperawatan Medikal Bedah*, 3(1), 66. <https://doi.org/10.32584/jikmb.v3i1.368>
- Buckley, P., & Doyle, E. (2016). Gamification and student motivation. *Interactive Learning Environments*, 24(6), 1162–1175.
- Casimiro, L. (2016). Cognitive Engagement in Online Intercultural Interactions: Beyond Analytics. *International Journal of Information and Education Technology*, 6(6), 441–447. <https://doi.org/10.7763/ijiet.2016.v6.729>
- Chairiyah, S. S., Khayati, N., & Hanifah, E. (2023). Implementasi dan Evaluasi Pengendalian Strategi dalam Meningkatkan Hasil Belajar Siswa pada Jenjang Sekolah Dasar. *Jurnal Ilmu Manajemen Dan Pendidikan*, 3, 87–92. <https://doi.org/10.30872/jimpian.v3iSE.2923>
- Chang, Y. (2023). A Meta-Analysis Based Study of the Factors Influencing Students' Engagement in Classroom Learning. 772–777. https://doi.org/10.2991/978-94-6463-040-4_117
- Chen, L., & Lertamornsak, G. (2023). Internet of Things (IoT) Based Investigation Between Instructors' Insight of Constructivist Learning Theory and Learners Performance Analysis in Higher Vocational Accounting Training. *International Journal on Recent and Innovation Trends in Computing and Communication*, 11(6s), 217–227. <https://doi.org/10.17762/ijritcc.v11i6s.6824>
- Dewi, F. C., & Yuniarsih, T. (2020). Pengaruh Lingkungan Sekolah Dan Peran Guru Terhadap Motivasi Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 5(1), 1–13. <https://doi.org/10.17509/jpm.v5i1.25846>
- Fatah, M. A. (2023). Implementasi Proyek P5 Tema Kewirausahaan Terhadap Kemandirian Belajar Di Sekolah Dasar. *Attadrib Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(2), 365–377. <https://doi.org/10.54069/attadrib.v6i2.603>
- Fradani, A. C. (2017). Pengaruh Kecerdasan Adversitas, Pendidikan Kewirausahaan Dalam Keluarga, Dukungan Keluarga, Dan Efikasi Diri Pada Intensi Berwirausaha Siswa SMK Negeri 2 Nganjuk. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 2(2), 157. <https://doi.org/10.26740/jepk.v2n2.p157-170>
- Gumala, Y., Indriyani, T., & Ruby, A. C. (2023). Hubungan Motivasi Belajar dengan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 7(6), 3905–3912. <https://doi.org/10.31004/basicedu.v7i6.5786>
- Habibah, L. Z., Pamungkas, H. P., & Ghofur, M. A. (2023). Pengaruh Minat, Motivasi dan Cara Belajar terhadap Hasil Belajar Siswa pada Mata Pelajaran Ekonomi di SMA Negeri 1 Sooko. *Journal of Education and Research*, 2(2), 93–108. <https://doi.org/10.56707/jedarr.v2i2.159>
- Kartinah, K., & Prasetyowati, D. (2022). Students' Cognitive Engagement in Problem Solving and Online Learning. *Kne Social Sciences*. <https://doi.org/10.18502/kss.v7i14.12051>
- Komalasari, Y. (2022). Pengembangan Karier Wanita Berdasarkan Teori Motivasi Hirarki Kebutuhan Abraham Maslow. *E-Jurnal Ekonomi Dan Bisnis Universitas Udayana*, 1110. <https://doi.org/10.24843/eeb.2022.v11.i09.p08>
- Kurniasari, R. (2020). Penerapan Model Quantum Teaching untuk Meningkatkan Hasil Belajar IPS di Sekolah Dasar. *Jurnal Elementaria Edukasia*, 3(1).

<https://doi.org/10.31949/jee.v3i1.2111>

- Lena, M. S., Trisno, E., & Khairat, F. (2022). The Effect of Motivation and Interest on Students' English Learning Outcomes. *Mextesol Journal*, 46(3), n3.
- Lubis, L. S. P., Saragih, D., & Maulana, R. S. (2024). Motivasi Pembelajaran Sebagai Penguatan Karakter Pelajar Pancasila. *Pedagogi: Jurnal Ilmiah Pendidikan*, 10(1), 1–11.
- Mahmudi, I. (2016). Peningkatan Motivasi Belajar Melalui Bimbingan Dan Konseling Islami. *Counsellia Jurnal Bimbingan Dan Konseling*, 1(2). <https://doi.org/10.25273/counsellia.v1i2.189>
- Martina, M., Khodijah, N., & Syarnubi, S. (2019). Pengaruh Lingkungan Sekolah Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di SMP Negeri 9 Tulung Selapan Kabupaten Oki. *Jurnal Pai Raden Fatah*, 1(2), 164–180. <https://doi.org/10.19109/pairf.v1i2.3235>
- Mawarti, D. A. (2023). Penerapan Metode Pembelajaran Inovatif oleh Guru Sejarah di Kabupaten Kudus Tahun 2023. *MAHARSI*, 5(2), 15–28. <https://doi.org/10.33503/maharsi.v5i2.3410>
- Mukti, H., Lasmawan, I. W., & Kertih, I. W. (2023). Tradisi Pelaksanaan Pendidikan IPS di Sekolah Dasar. *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora*, 6(2), 585–596. <https://doi.org/10.31539/kaganga.v6i2.8558>
- Mustafa, P. S., & Roesdiyanto, R. (2021). Penerapan Teori Belajar Konstruktivisme melalui Model PAKEM dalam Permainan Bolavoli pada Sekolah Menengah Pertama. *Jendela Olahraga*, 6(1), 50–56. <https://doi.org/10.26877/jo.v6i1.6255>
- Nurrita, T. (2018). Pengembangan Media Pembelajaran untuk Meningkatkan Hasil Belajar Siswa. *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah*, 3(1), 171. <https://doi.org/10.33511/misykat.v3n1.171>
- Nursyifa, A. (2019). Transformasi Pendidikan Ilmu Pengetahuan Sosial dalam Menghadapi Era Revolusi Industri 4.0. *Jurnal Pendidikan Kewarganegaraan*, 6(1), 51. <https://doi.org/10.32493/jpkn.v6i1.y2019.p51-64>
- Pakaya, I. (2023). Peran Tri Pusat Pendidikan KI Hajar Dewantoro Dalam Transformasi Kurikulum Merdeka. *Pedagogika*, 14(2), 172–180. <https://doi.org/10.37411/pedagogika.v14i2.2740>
- Prachárová, I. (2020). From Fröbel's Theory of Education to Constructivist Teaching in Context of Primary Education. *International Journal of New Economics and Social Sciences*, 12(2), 143–152. <https://doi.org/10.5604/01.3001.0014.6888>
- Purushothaman, R. (2013). An Insight of Students' Technology Engagement in an a-Level College in Malaysia. *International Journal of Computer and Communication Engineering*, 184–188. <https://doi.org/10.7763/ijcce.2013.v2.166>
- Puthree, A. N., Rahayu, D. W., Ibrahim, M., & Djazilan, M. S. (2021). Analisis Faktor Penyebab Rendahnya Motivasi Belajar Siswa Sekolah Dasar Selama Pembelajaran Daring. *Jurnal Basicedu*, 5(5), 3101–3108. <https://doi.org/10.31004/basicedu.v5i5.1279>
- Putra, A. R. (2023). Motivasi Orang Tua Dalam Memilih Sekolah Di SDIT Banten Islamic School Kramatwatu Serang Banten. *Miftah : Jurnal Ekonomi Dan Bisnis Islam*, 1(1),

- 19–29. <https://doi.org/10.61231/miftah.v1i1.68>
- Rahayu, A. S. (2018). Engaging the Students With Styles in Efl Perspectives. *Celtic a Journal of Culture English Language Teaching Literature and Linguistics*, 3(1), 15. <https://doi.org/10.22219/celticumm.vol3.no1.15-29>
- Rijal, S., & Bachtiar, S. (2015). Hubungan antara Sikap, Kemandirian Belajar, dan Gaya Belajar dengan Hasil Belajar Kognitif Siswa. *JURNAL BIOEDUKATIKA*, 3(2), 15. <https://doi.org/10.26555/bioedukatika.v3i2.4149>
- Santyasa, I. W., Rapi, N. K., & Sara, I. W. W. (2020). Project Based Learning and Academic Procrastination of Students in Learning Physics. *International Journal of Instruction*, 13(1), 489–508. <https://doi.org/10.29333/iji.2020.13132a>
- Sigumantar, S. (2021). Pengaruh Motivasi Belajar Dan Strategi Belajar Siswa Terhadap Hasil Belajar Ekonomi Untuk Kelas Xi Sman Kabupaten Tebo Tahun Pelajaran 2019/2020. *Secondary Jurnal Inovasi Pendidikan Menengah*, 1(4), 253–258. <https://doi.org/10.51878/secondary.v1i4.606>
- Simamora, T., Harapan, E., & Kesumawati, N. (2020). Faktor-Faktor Determinan Yang Mempengaruhi Prestasi Belajar Siswa. *JMKSP (Jurnal Manajemen Kepemimpinan Dan Supervisi Pendidikan)*, 5(2), 191. <https://doi.org/10.31851/jmksp.v5i2.3770>
- Suarti, S., Aswat, H., & Masri, M. (2023). Peran Pembelajaran Ilmu Pengetahuan Sosial (IPS) Menuju Pelajar Pancasila pada Siswa di Sekolah Dasar. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 5(6), 2527–2535. <https://doi.org/10.31004/edukatif.v5i6.5867>
- Sugrah, N. (2020). Implementasi Teori Belajar Konstruktivisme Dalam Pembelajaran Sains. *Humanika*, 19(2), 121–138. <https://doi.org/10.21831/hum.v19i2.29274>
- Suhardi. (2022). Peranan Motivasi Intrinsik Terhadap Perilaku Belajar Siswa SMK Muhammadiyah 5 Kisaran. *Edukasia*, 3(3), 917–926. <https://doi.org/10.62775/edukasia.v3i3.217>
- Suparman, S. (2023). Upaya Sekolah Dalam Meningkatkan Motivasi Belajar Siswa Di Sekolah Dasar. *Jurnal Basicedu*, 7(6), 3950–3958. <https://doi.org/10.31004/basicedu.v7i6.6469>
- Suud, F. M., & Rivai, M. I. (2022). Peran Lingkungan Dalam Meningkatkan Motivasi Belajar Siswa Sd Di Banjarnegara. *Jcoment (Journal of Community Empowerment)*, 3(2), 64–76. <https://doi.org/10.55314/jcoment.v3i2.238>
- Trivena, T., & Hakpantria, H. (2022). Strategi Peningkatan Mutu Pembelajaran di Sekolah Dasar Selama Pandemi Covid-19. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 22(3), 326. <https://doi.org/10.30651/didaktis.v22i3.13841>
- Utami, E., & Fadilah, M. (2022). Hubungan Motivasi Dan Minat Belajar Dengan Hasil Belajar (Literatur Review). *Symbiotic Journal of Biological Education and Science*, 3(2), 65–70. <https://doi.org/10.32939/symbiotic.v3i2.64>
- Wafiqni, N. (2023). Hubungan Lingkungan Belajar Dengan Motivasi Belajar Siswa Sekolah Dasar. *Ibtida I Jurnal Kependidikan Dasar*, 10(1), 69–82. <https://doi.org/10.32678/ibtidai.v10i1.7829>
- Wardani, N. W., Kusumaningsih, W., & Kusniati, S. (2024). Analisis Penggunaan Media Pembelajaran terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Inovasi, Evaluasi*

Dan Pengembangan Pembelajaran (JIEPP), 4(1), 134–140.
<https://doi.org/10.54371/jiepp.v4i1.389>