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Students' Learning Motivation in primary School IPAS: The Role of a Deep Learning Approach

[1] Avika Nourma Sella, [2] Endah Marwanti, [3] Dyan Indah Purnama Sari

[1,2,3] Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Sarjanawiyata Tamansiswa University, Yogyakarta, Indonesia

***Correspondence Author:** avikanourmasella@gmail.com

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ABSTRACT

This study aims to examine the influence of the deep learning approach on students' learning motivation in Integrated Science and Social Studies (IPAS) at the elementary school level. The study employed a quantitative method with an ex post facto design involving all Grade III students at SD Negeri Bakalan, Bantul, Yogyakarta. Data were collected through questionnaires and classroom observations and analyzed using simple linear regression. The findings indicate that the deep learning approach has a positive and statistically significant influence on students' learning motivation, as shown by a regression coefficient of 0.165 and a significance value of 0.032 (< 0.05). The t-test result (2.278 > 1.713) also confirms a significant relationship between the variables. These findings suggest that meaningful, reflective, and student-centered learning activities contribute to stronger motivational responses among students. The study provides empirical evidence regarding the importance of deep learning in supporting motivation within elementary IPAS learning.

Informasi Artikel

Kata Kunci:

Deep Learning; Pendidikan Dasar; Motivasi Belajar;

ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh penerapan pendekatan deep learning terhadap motivasi belajar siswa pada pembelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) di tingkat sekolah dasar. Penelitian ini dilatarbelakangi oleh pentingnya memahami bagaimana pendekatan pembelajaran yang bermakna dan berpusat pada siswa dapat membentuk kondisi motivasi belajar siswa. Penelitian menggunakan metode kuantitatif dengan desain ex post facto, yang melibatkan seluruh siswa kelas III SD Negeri Bakalan, Bantul, Yogyakarta sebagai sampel penelitian. Data dikumpulkan melalui angket dan observasi, kemudian dianalisis menggunakan regresi linear sederhana. Hasil penelitian menunjukkan bahwa pendekatan deep learning memiliki pengaruh positif dan signifikan secara statistik terhadap motivasi belajar siswa, yang ditunjukkan oleh koefisien regresi sebesar 0,165 dan nilai signifikansi sebesar 0,032 (< 0,05). Hasil uji t (2,278 > 1,713) semakin menegaskan adanya hubungan yang signifikan antara kedua variabel. Temuan ini menunjukkan bahwa proses pembelajaran yang ditandai dengan keterlibatan bermakna, refleksi, dan partisipasi aktif berkaitan dengan respons motivasi belajar siswa. Penelitian ini memberikan kontribusi terhadap pengembangan strategi pembelajaran dengan menyediakan bukti empiris mengenai peran deep learning dalam membentuk motivasi belajar siswa di pendidikan dasar, khususnya pada pembelajaran IPAS.

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✉ *Corresponding Author:* (1) Avika Nourma Sella, (2) Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, (3) Sarjanawiyata Tamansiswa University, (4) Jl. Batikan, UH-III Tuntungan Street No. 1043, Tahunan, Umbulharjo District, Yogyakarta City, Special Region of Yogyakarta 55167, Indonesia., (5) avikanourmasella@gmail.com

1. Introduction

Education holds a strategic position in shaping the quality of human resources, not only in terms of intellectual development but also in fostering character and resilience. At the elementary school level, this role becomes increasingly critical as it lays the groundwork for students' knowledge, skills, and learning dispositions that will influence their future growth. Therefore, the learning process should move beyond mere content delivery and be structured in a way that actively engages students while influencing their learning motivation, particularly in Integrated Science and Social Studies (IPAS), which demands contextual understanding and real-life relevance.

Learning motivation is a crucial internal factor that determines students' academic engagement and outcomes. Students with stronger motivation tend to demonstrate sustained effort, persistence, and deeper involvement in learning activities compared to those with lower motivation [18]. Conceptually, motivation is divided into intrinsic motivation, which originates from internal drives such as curiosity and interest, and extrinsic motivation, which is shaped by external elements such as classroom environment, assessment, and rewards [14]. These dimensions are essential for understanding how students respond to instructional practices.

Within the implementation of the Merdeka Curriculum, elementary education is directed toward student-centered learning, the development of critical thinking, and the integration of real-life contexts into instruction. One approach aligned with these principles is the deep learning approach. Rather than emphasizing memorization, this approach prioritizes in-depth comprehension through processes such as analysis, conceptual integration, and application of knowledge in authentic situations [4]. In this regard, the deep learning approach is considered to have a significant role in shaping students' learning motivation by providing meaningful and cognitively engaging learning experiences [11].

The importance of meaningful learning is also reflected in international assessments such as the Programe for International Student Assessment (PISA), which evaluates students' ability to apply knowledge to real-world problem-solving. Evidence indicates that many students still face difficulties in interpreting and transforming contextual problems into structured solutions [13]. This condition suggests a misalignment between current instructional practices and expected competencies, highlighting the need to examine how learning approaches, including deep learning, influence students' motivation.

Observations conducted in Grade III IPAS at SD Negeri Bakalan Yogyakarta reveal variations in students' learning motivation. During lessons on map-related material, some students were actively engaged and displayed high curiosity, while others appeared passive and less attentive. These differences imply that students' motivation is not uniform and may be influenced by the instructional approach applied during the learning process.

Previous studies have shown that the deep learning approach is associated with more active learning engagement [10]. Furthermore, it is linked to the emergence of learning motivation through activities such as exploration, reflection, and discussion that stimulate students' cognitive involvement [1]. Other studies also emphasize that joyful and meaningful learning experiences can strengthen students' participation and motivation in classroom activities [2], [6]. However, empirical research that specifically examines how the deep learning approach influences students' motivation in elementary IPAS learning remains limited.

This limitation highlights the need for further investigation. Unlike prior studies that primarily focus on learning outcomes or different educational levels, this study specifically examines the influence of the deep learning approach on students' learning motivation at the elementary level within IPAS learning. Therefore, the novelty of this research lies in its focus on analyzing the relationship between the deep learning approach and students' motivation.

Based on the above explanation, this study aims to analyze the influence of the deep learning approach on students' learning motivation in Grade III IPAS at SD Negeri Bakalan, Bantul Regency, Special Region of Yogyakarta. This study employs an ex post facto design, in which variables are not manipulated but analyzed based on existing conditions to identify the effect between the deep learning approach and students' motivation [15], [16]. The findings are expected to contribute to theoretical development in education and provide practical insights for teachers in selecting instructional approaches that effectively influence students' motivation.

2. Method

This study adopted a quantitative approach rooted in positivist principles, where variable relationships are examined through statistical analysis of numerical data [15]. The research applied an ex post facto design since the independent variable—the implementation of the deep learning approach—had naturally taken place without experimental manipulation. Accordingly, the study falls under a causal-correlational framework aimed at identifying the influence of the independent variable (X) on the dependent

variable (Y) based on existing conditions. The research was conducted at SD Negeri Bakalan, Bantul Regency, Special Region of Yogyakarta, during the second semester of the 2025/2026 academic year. The population included all Grade III students involved in IPAS learning, and a saturated sampling technique was used, meaning the entire population was selected as the sample [15]. The variables examined consisted of the implementation of the deep learning approach (X) and students' learning motivation (Y), both translated into observable and measurable indicators.

Data were gathered using questionnaires and classroom observations. The main instrument was a structured Likert-scale questionnaire designed to capture students' perceptions of deep learning practices as well as their learning motivation. The instrument development referred to dimensions such as meaningful, mindful, and joyful learning, alongside intrinsic and extrinsic motivation indicators [4], [14].

Observations were utilized to complement the questionnaire data by documenting the actual classroom implementation. Validity was assessed through expert judgment (content validity) and empirical testing using Pearson Product Moment correlation, with items deemed valid when r_count exceeded r_table at a 0.05 significance level [15]. Reliability was tested using Cronbach's Alpha, where a coefficient of 0.70 or higher indicated acceptable internal consistency [16].Data analysis involved both descriptive and inferential statistics. Descriptive analysis summarized data through mean values, percentages, and frequency distributions. Prior to hypothesis testing, prerequisite analyses were conducted, including normality testing using the Kolmogorov-Smirnov method and linearity testing through ANOVA.

$$Y = a + bX$$

In this equation, Y represents students' learning motivation, X denotes the implementation of the deep learning approach, a is the constant, and b is the regression coefficient [15]. Hypothesis testing was conducted using a t-test with a significance level of 0.05. Additionally, the coefficient of determination (R^2) was used to determine the extent to which the independent variable explains variation in the dependent variable. All analytical procedures were carried out systematically to ensure the credibility and consistency of the findings.

3. Discussion

The results of this study present the outcomes of instrument testing, prerequisite analysis, and hypothesis testing regarding the effect of the deep learning approach on students' learning motivation. The findings are presented in a concise form, focusing on the final results obtained from statistical analysis.

Table 1. Validity Test Results of Deep Learning Variable

Item	r count	r table	Description
X1	0,977	0,3961	Valid
X2	0,683	0,3961	Valid
X3	0,865	0,3961	Valid
X4	0,683	0,3961	Valid
X5	0,977	0,3961	Valid
X6	0,977	0,3961	Valid
X7	0,751	0,3961	Valid
X8	0,977	0,3961	Valid
X9	0,865	0,3961	Valid
X10	0,814	0,3961	Valid
X11	0,977	0,3961	Valid
X12	0,874	0,3961	Valid
X13	0,977	0,3961	Valid
X14	0,977	0,3961	Valid
X15	0,706	0,3961	Valid
X16	0,751	0,3961	Valid

Source: analyzed by the author.

Table 2. Validity Test Results of Learning Motivation Variable

Item	r count	r table	Description
Y1	0,676	0,3961	Valid
Y2	0,935	0,3961	Valid
Y3	0,848	0,3961	Valid
Y4	0,885	0,3961	Valid
Y5	0,935	0,3961	Valid
Y6	0,885	0,3961	Valid
Y7	0,802	0,3961	Valid
Y8	0,867	0,3961	Valid
Y9	0,676	0,3961	Valid
Y10	0,829	0,3961	Valid

Source: analyzed by the author.

All items in both variables have r count values greater than r table (0.3961), indicating that all statements are valid and suitable for use in the research.

Table 3. Reliability Test Results of Deep Learning Variable

Cronbach's Alpha	N of items	Description
0,962	16	Reliable

Source: analyzed by the author.

Table 4. Reliability Test Results of Learning Motivation Variable

Cronbach's Alpha	N of items	Description
0,914	10	Reliabel

Source: analyzed by the author.

The reliability analysis revealed that the instrument measuring the deep learning approach achieved a Cronbach's Alpha coefficient of 0.962 across 16 items. This value substantially exceeds the minimum acceptable threshold of 0.60, indicating a very high level of internal consistency and confirming that the instrument is highly reliable.

Similarly, the reliability test for the students' learning motivation variable produced a Cronbach's Alpha value of 0.914 based on 10 items. This coefficient also surpasses the required standard, demonstrating that the instrument consistently measures the intended construct and can be classified as reliable.

Overall, these findings confirm that all research instruments employed in this study exhibit strong reliability, ensuring their suitability for subsequent data analysis and supporting the accuracy and consistency of the research results.

Table 5. Normality Test Results

Variabel	Statistic	df	Sig.
deep learning approach (X)	.380	16	.056
students' learning motivation (Y)	.150	10	.200

Source: analyzed by the author.

The results of the normality test indicate that the deep learning approach variable (X) has a significance value of 0.056, while the students' learning motivation variable (Y) shows a significance value of 0.200. Since both values exceed the threshold of 0.05, the data for each variable can be considered normally distributed. Therefore, it can be concluded that the assumption of normality has been satisfied for both variables, allowing further statistical analysis to be conducted

Table 6. Linearity Test Results

		Sum of squares	df	Mean Square	F	Sig.
Deep learning approach (X) * students' learning motivation (Y): Between Groups	(Combined)	17,815	5	3,563	1,143	0,372
	Linearity	14,180	1	14,180	4,549	0,046
	Deviation from Linearity	3,635	4	0,909	0,292	0,880
	Total	77,040	24			

Source: analyzed by the author.

The results of the linearity test show that the significance value for Deviation from Linearity is 0.880, which is greater than 0.05, while the significance value for Linearity is 0.046, which is less than 0.05. These findings indicate that the relationship between the variables is linear. Therefore, the assumption of linearity has been met, allowing the analysis to proceed to the next stage.

Table 7. Simple Linear Regression Results

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	t	Sig.
		B	Std. Error	Beta		
1	(constant)	29,179	4,447		6,562	0,000
	Deep Learning (X)	0,165	0,072	0,429	2,278	0,032

Source: analyzed by the author.

The regression results indicate that the deep learning approach has a positive coefficient (0.165) with a significance value of 0.032 (< 0.05), meaning that the implementation of deep learning has a positive and significant effect on students' learning motivation.

Table 8. Hypothesis Testing (t-test)

Variable	t count	t table	Sig.	Description
Deep Learning (X) → Motivation (Y)	2.278	1.713	0.032	Significant

Source: analyzed by the author.

The t-test results show that t count (2.278) is greater than t table (1.713) and the significance value is less than 0.05, indicating that the hypothesis is accepted. This confirms that the deep learning approach significantly influences students' learning motivation.

The findings reveal that the implementation of the deep learning approach exerts a positive and statistically significant influence on students' learning motivation in IPAS. This conclusion is supported by a regression coefficient of 0.165 and

a significance value of 0.032, which is below the 0.05 threshold. Additionally, the calculated t-value of 2.278 exceeds the critical value of 1.713, indicating that the relationship between variables is statistically meaningful. These results demonstrate that variations in the implementation of deep learning correspond with variations in students' motivational conditions, suggesting a measurable influence between the two variables.

This result directly aligns with the research objective, which focuses on examining how instructional approaches influence students' motivation. The findings indicate that learning environments structured around student-centered principles are associated with distinct motivational responses. When students are placed at the center of the learning process and are actively involved in constructing knowledge, their engagement patterns and willingness to participate are shaped accordingly. This highlights the role of instructional design as a factor that influences students' motivational orientation.

From a theoretical perspective, the findings are consistent with the framework of deep learning in education, which emphasizes conceptual understanding, active cognitive engagement, and contextual relevance. Deep learning encourages learners to go beyond surface-level processing by connecting new knowledge with prior experiences and real-life contexts. According to Feriyanto and Anjariyah [4], this process positions learning as meaningful rather than mechanical. Similarly, Nafi'ah and Faruq [11] describe deep learning as involving reflection, conceptual integration, and application. These elements contribute to shaping how students perceive learning activities, which in turn influences their motivational tendencies.

Furthermore, the findings are in line with the view that deep learning promotes active participation and higher-order thinking. As explained by Jatmiko Ananda Chosya [7], deep learning facilitates exploration, inquiry, and critical thinking processes. In the context of IPAS learning, these processes are reflected in activities such as observation, discussion, and experimentation. Luthfiyah et al. [9] also emphasize that collaborative and reflective learning environments allow students to engage in idea exchange and self-evaluation. Such conditions shape students' roles as active participants rather than passive recipients, which is closely associated with their motivational engagement.

The relationship between deep learning and motivation can also be understood through motivational theory. Ryan and Deci [14] categorize motivation into intrinsic and extrinsic dimensions. The characteristics of deep learning, such as autonomy in learning, meaningful engagement, and relevance to real-life situations, are associated with intrinsic motivational aspects like curiosity and personal interest. At the same time, supportive external conditions, including teacher guidance and classroom structure, contribute to extrinsic motivational dimensions. This dual influence indicates that deep learning interacts with multiple motivational components.

Empirical studies further support this relationship. Amalia et al. [1] found that deep learning is associated with students' motivation through contextual engagement, emotional involvement, and exploratory activities. These elements allow students to establish stronger connections with the learning material, which shapes their level of participation. Similarly, Dewindri et al. [3] report that inquiry-based and problem-based learning strategies encourage students to explore, question, and construct knowledge independently. These processes position students as active agents in learning, which is closely linked to their motivational disposition.

Although several studies, such as those by Lintiasri et al. [8], Rahaningmas et al. [12], and Wibowo et al. [17], primarily focus on learning outcomes, their findings indirectly reinforce the present study. They demonstrate that learning environments characterized by meaningful engagement and active participation are associated with students' responses to learning. This suggests that cognitive processes and affective dimensions, including motivation, are interconnected within instructional contexts that emphasize meaningful learning experiences.

Despite the significant findings, the coefficient of determination (Adjusted R Square) indicates that the deep learning approach accounts for only 14.9% of the variance in students' learning motivation. The remaining 85.1% is attributed to other influencing factors. This result highlights that while deep learning plays a role in shaping motivation, it is not the sole contributing factor. Motivation is influenced by a combination of variables that extend beyond instructional approaches.

This condition reflects the complex and multidimensional nature of learning motivation. Internal factors such as students' interests, attitudes, emotional states, and personal goals interact with external factors, including classroom climate, teacher support, peer interaction, and family environment. These elements collectively shape how students respond to learning experiences, indicating that motivation emerges from the interaction of multiple influences rather than a single determinant.

External conditions also play a substantial role in shaping students' motivation. A classroom environment that supports interaction, provides clear structure, and encourages participation can influence how students engage with learning tasks. Conversely, less supportive environments may limit students' involvement. Teacher facilitation, peer collaboration, and family support contribute to creating contexts that influence students' motivational responses.

Therefore, relying on a single instructional approach is insufficient to fully explain or account for students' learning motivation. A more comprehensive perspective is required, integrating instructional strategies with environmental and psychological considerations. This interpretation is supported by Humairoh et al. [5], who argue that motivation is shaped by the interaction between internal dispositions and external conditions that influence engagement and learning behavior.

From a practical standpoint, the findings highlight the relevance of applying deep learning approaches in elementary IPAS learning. Teachers are encouraged to design instructional activities that emphasize meaning, reflection, and active involvement through strategies such as group discussions, contextual problem-solving, and exploratory learning. Damayanti et al. [2] note that student-centered learning environments are associated with participation patterns, while Ilmaknun and Niswar [6] emphasize the importance of positive emotional climates in shaping students' learning experiences.

Overall, the findings confirm that the deep learning approach functions as a significant factor influencing students' learning motivation. By emphasizing conceptual understanding, active

participation, and contextual relevance, this approach shapes how students engage with and respond to the learning process.

This study also contributes to the academic literature by providing empirical evidence regarding the influence of deep learning on the affective domain, particularly motivation, within the context of IPAS learning. The results reinforce the perspective that instructional approaches grounded in meaningful and student-centered principles are closely associated with students' learning attitudes and engagement patterns.

4. Conclusion

This study concludes that the implementation of the deep learning approach has a positive and significant influence on students' learning motivation in Grade III IPAS at SD Negeri Bakalan. Learning activities characterized by meaningful understanding, active engagement, and real-life relevance are associated with students' interest, participation, and persistence. The novelty of this research lies in its focus on examining motivational aspects within elementary IPAS learning using a quantitative ex post facto design.

However, the contribution of the deep learning approach is limited, indicating that other variables also influence students' motivation. Therefore, it is recommended that instructional practices be combined with supportive environmental and psychological factors. Future research is suggested to explore additional variables influencing students' motivation in a broader and more integrated manner.

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