

The Effect of the Inside Outside Circle (Io) Model Assisted by Short Video Microlearning on the Motivation of Indonesian Language Learning of Grade IV Students at SDN 1 Sri Kencono Central Lampung

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ABSTRACT

This research is motivated by the low motivation to learn Indonesian language of fourth grade students at SDN 1 Sri Kencono, Central Lampung, which is shown through the lack of enthusiasm, activeness, and courage to ask questions during the lesson. The formulation of the problem in this study is whether there is an influence of the Inside Outside Circle (IOC) learning model assisted by short video Microlearning on the motivation to learn Indonesian language of fourth grade students. The aim of the research is to determine the influence of the Inside Outside Circle (IOC) learning model assisted by short video Microlearning on the motivation to learn Indonesian language of fourth grade students at SDN 1 Sri Kencono, Central Lampung. This research uses a quantitative approach with a Quasi Experiment type and a pretest-posttest control group design. Data were collected through a learning motivation questionnaire, then analyzed using validity tests, reliability tests, normality tests, homogeneity tests, and hypothesis tests with paired t-tests. The results of the study indicate that the implementation of the Inside Outside Circle (IOC) model assisted by short video microlearning has a positive influence on students' learning motivation, marked by increased activity, attention, and learning participation during learning. Thus, it can be concluded that the Inside Outside Circle (IOC) model assisted by short video microlearning is effective in increasing the motivation to learn Indonesian in fourth grade students.

ABSTRACT

This research is based on the low motivation to learn Indonesian among grade IV students at SDN 1 Sri Kencono Central Lampung, which is indicated through a lack of enthusiasm, activeness, and courage to ask questions during the lesson. The formulation of the problem in this study is whether there is an influence of the Inside Outside Circle (IOC) learning model assisted by short video Microlearning on the motivation to learn Indonesian language of grade IV students. The purpose of the study was to determine the influence of the Inside Outside Circle (IOC) learning model assisted by short video Microlearning on the motivation to learn Indonesian language in grade IV students of SDN 1 Sri Kencono Central Lampung. This study uses a quantitative approach with a Quasi Experiment type and a pretest-posttest control group design. Data were collected through a learning motivation questionnaire, then analyzed using validity tests, reliability tests, normality tests, homogeneity tests, and hypothesis tests with paired t-tests. The results showed that the application of the Inside Outside Circle (IOC) model assisted by short video microlearning had a positive effect on students' learning motivation, characterized by increased activeness, attention, and learning participation during learning. Thus, it can be concluded that the Inside Outside Circle (IOC) model assisted by short video microlearning is effectively used to increase the motivation to learn Indonesian in grade IV students.

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1. Introduction

Education is an important aspect of human life, and technology has changed the way we learn and teach. One of the technological developments that affect learning is interactive media. Interactive learning media can help increase students' motivation to learn. Through education, individuals not only gain knowledge, but also experience changes in attitudes, skills, and values that are provided for in social life. Therefore, education is the main foundation in forming quality human resources and able to contribute to the development of the nation. (Escueta et al., 2020; Augustian & Salsabila, 2021; Yang et al., 2025) (Saputra, 2023; Ali et al., 2025) (Ningsi & Hartono, 2025; Kaushik & Kumar, 2026)

Based on the provisions of Law Number 20 of 2003 concerning the national education system, education is defined as a conscious and planned effort to create a learning atmosphere and learning process that enables students to actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills necessary for themselves, society, nation, and state. Learning motivation is an important factor that determines the success of students in acquiring knowledge and developing their potential. Therefore, learning models and media that are able to foster enthusiasm and active involvement of students in learning are needed. The application of the Inside Outside Circle (IOC) model assisted by short video microlearning is expected to create an active, interesting, and fun learning atmosphere so that it can increase students' motivation to learn. (Trisandi, 2022; Janna et al., 2025) (Filgona et al., 2020; Yogi Fernando et al., 2024)

Education is a process that aims to develop all the potential of students so that they have knowledge, skills, and character based on human values. Through education, students are expected to have high motivation to learn so that they are able to develop themselves, provide benefits to the surrounding environment, and have noble morals. The implementation of education takes place through the learning process, and school is one of the main environments in realizing these goals. In learning activities, there is interaction between teachers as facilitators and students as learning subjects. Teachers not only play a role in delivering learning materials, but also create a conducive learning atmosphere, guiding, directing, and motivating students so that students can develop their potential, abilities, and skills optimally so that learning goals can be achieved effectively. (Habsy et al., 2024; Bulkani et al., 2025) (Faizah, 2020; Frameiliada et al., 2023) (Putri et al., 2019; Awaludin et al., 2024)

The success of the learning process is greatly influenced by the quality of learning management carried out by educators. Teachers have an important role in planning, organizing, implementing, and evaluating

learning so that educational goals can be achieved effectively. In its implementation, teachers are required to be able to choose innovative learning strategies, methods, and media and adjust to technological developments and the needs of students. In addition to being a material presenter, teachers also play the role of facilitators, guides, and motivators who create a conducive learning atmosphere so that students are encouraged to actively participate and develop their potential. Therefore, teacher professionalism is one of the important factors in improving the quality of learning at school. (Marpaung, 2022; StuRat (2024) (Sabrifha et al., 2025) (Arfandi & Samsudin, 2021; Melany et al., 2025)

Effective learning requires good planning, including the provision of teaching materials that are in accordance with the characteristics of students. Teachers have an important role in designing and developing media and learning modules that can make it easier for students to understand the material and increase their involvement in the learning process. The use of learning modules that are systematically arranged can help teachers carry out learning in a more directed manner, while students gain a more independent, interesting, and effective learning experience. Therefore, the ability of teachers to develop teaching materials is one of the factors that support the achievement of learning goals. (Erfayliana, Demirci, and Toptaş 2022)

The success of the learning process is not only determined by the meter delivered, but also by the teacher's ability to design, manage, and evaluate learning activities effectively. Teachers are required to be able to choose strategies, methods, media, and teaching materials that are in accordance with the characteristics of students so that an active, interesting, and meaningful learning atmosphere is created. Good learning management will encourage students to be more involved in the learning process and develop their potential optimally (Hidayah, Mustofa, and Harjati 2024). (König et al., 2021; Blömeke et al., 2022)

Learning motivation is the psychological driving force of those involved in learning activities and adds skills and experiences. The level of motivation that students have will have an impact on learning interest, readiness to receive material, perseverance in completing assignments, learning independence, and achievement of learning outcomes. Learning motivation can come from intrinsic factors, namely motivation that comes from within students, as well as extrinsic factors that come from the environment, such as teachers, parents, peers, and learning atmosphere. Motivation is the main driver that fosters the enthusiasm of students to be actively involved in learning activities. Students who have high learning motivation tend to show enthusiasm, discipline, concentration, and persistence in achieving learning goals so that they have the opportunity to obtain more optimal learning outcomes. Conversely, low motivation to learn can reduce student participation and hinder the achievement of academic achievement. Thus,

learning motivation is one of the aspects that need to be developed to improve the quality of the learning process and outcomes. (Cenic et al., 2019) (Akram & Li, 2024; Costa & Reis, 2025) (Aldalur & Perez, 2023) (Zhou & Zhang, 2024; Bai & Wang, 2025)

Students who have high learning motivation tend to show better learning outcomes because they have the drive to study as actively, diligently, and consistently in achieving learning goals. Low motivation to learn is influenced by various factors, both from within the learner, as well as interests, needs, and confidence, as well as external factors that include the family environment, school, teachers, and the availability of learning facilities and infrastructure. (Boström & Bostedt, 2020)

The Inside Outside Circle (IOC) model is one of the cooperative learning strategies that places students as the center of learning activities through information exchange activities and discussions with partners alternately in two circles. Through this strategy, each student gets the same opportunity to express their opinions, listen to information from friends, and actively build an understanding of the material. To make the delivery of material more effective, the Inside Outside Circle (IOC) strategy can be combined with microlearning videos, which are learning media that present material in a concise, focused, and easy-to-understand manner. The combination of interactive learning strategies with interesting media is expected to increase learning motivation and help students understand Indonesian language materials more optimally. (Noge et al., 2020)

Various previous studies have shown that the application of the Inside Outside Circle (IOC) model has a positive influence on students' learning motivation. This strategy provides opportunities for each student to be actively involved in the learning process through exchanging information, discussing, and expressing opinions with their partners in turn. These activities are able to create a more interactive learning atmosphere, increase confidence, and encourage students to be more enthusiastic in participating in learning. In addition, the Inside Outside Circle (IOC) model is one of the cooperative learning models that is centered on students, so that students not only play the role of recipients of information, but also as individuals who actively build knowledge through interaction with peers. When combined with microlearning videos that present the material in a concise, interesting, and easy-to-understand manner, this strategy is expected to increase students' motivation to learn in Indonesian subjects. (Hartini et al., 2018) (Lenkauskaitė et al., 2020; Sinaga et al., 2021)

Short video microlearning is a learning medium in the form of a short video show that presents material in a concise and focused manner. According to Theo Hug, microlearning is a learning approach that presents material in small, short, and focused units to make it easier for students to understand information more effectively. The use of short-duration videos is able to attract students'

attention and help them understand the core of the material before having a discussion. This is also reinforced by Richard E. Mayer through the Cognitive Theory of Multimedia Learning which states that learning will be more effective if information is presented through a combination of visual and audio. Therefore, the use of short video microlearning in the IOC strategy can increase students' attention, engagement, and understanding of the learning material. (Monib et al., 2025) (Hug & Friesen, 2007; Ho et al., 2025) (Guo et al., 2014)

The Inside Outside Circle (IOC) model assisted by short video microlearning can increase students' learning motivation because students are actively involved in the learning process. Discussion activities take turns to make students more courageous to express their opinions and cooperate with friends. The use of short video microlearning helps students understand the material in a more engaging and easy-to-understand way. The presentation of material through a combination of audio and visual can increase students' attention and interest in learning. In addition, the IOC model provides opportunities for students to actively interact so that learning becomes more fun and not monotonous. Thus, the use of the IOC model assisted by short video microlearning is estimated to be able to increase students' learning motivation in learning Bahasa Indonesia. (Tiwery, 2019)

Technology-based learning allows for a more diverse delivery of material, making it easier for students to understand the content of learning. The use of technology in learning not only plays a role as a tool, but can also increase interaction between teachers and students. A more interesting and participatory learning environment is able to encourage active student involvement so that learning motivation can develop optimally. Microlearning in the form of short videos as a support for cooperative learning strategies can be an alternative solution to increase students' learning motivation. This media was chosen because it is able to present the material concisely, clearly, and easily understand, so that it is in accordance with the characteristics of elementary school students. The development of the digital era requires updates in learning strategies and media to be in line with the needs of today's students. Learning that utilizes technology is considered more relevant and able to increase students' interest and enthusiasm for learning. (Rizki & Suhara, 2023)

2. Methods

The method used in this study is a quantitative approach with a quasi-experimental type of research. The design applied is a pretest-posttest control group design, which is a research design involving two groups, namely the experimental group and the control group. Both groups were given a pretest to find out the initial condition of students' learning motivation before treatment, then given a different treatment, and ended with a final test (posttest) to find out the change in learning motivation after the

treatment was given. This study has two variables, namely the independent variable (X) and the bound variable (Y). The free variable (X) is the Inside Outside Circle (IOC) model assisted by short video Microlearning, while the bound variable (Y) is the motivation to learn Indonesian for grade IV students of SDN 1 Srikencono.

This research was carried out at SDN 1 Sri Kencono which is located in Bumi Nabung District, Central Lampung Regency. The population in this study is all grade IV students at SDN 1 Sri Kencono Central Lampung. In this study, the researcher used a probability sampling technique with a simple random sampling type. (Juwitriani, n.d.) In this study, a non-probability sampling method was used. Non probability sampling is a sampling technique from a population that does not use the rules of chance. The sampling technique used by the researcher in this proposal is purposive sampling.

The data used in this study is primary data obtained directly through the implementation of research in the field. The main data source came from the results of distributing questionnaires to grade IV students of SDN 1 Sri Kencono. This study focuses on measuring students' learning motivation after the implementation of the Inside Outside Circle learning model assisted by short video microlearning. In addition to the data obtained from the questionnaire, the researcher also collected supporting information through interviews and statements from homeroom teachers of grade IV of SDN 1 Sri Kencono Central Lampung, especially in classes that were used as experimental classes, to complete data on students' learning motivation. There are two data collection techniques for this research, namely pretest questionnaire and posttest questionnaire. In this study, the author used a research instrument in the form of a learning motivation questionnaire with the aim of finding out the level of learning motivation of grade IV elementary school students after participating in Indonesian language learning using the Inside Outside Circle (IOC) model assisted by short video microlearning. The data analysis technique used is descriptive analysis. The data tests used in this study are validity test, reliability test, normality test, homogeneity test, and hypothesis test.

3. Results and Discussion

1. Instrument Trials

This study is an experimental research with a quantitative approach that aims to determine the effect of the application of the Inside Outside Circle (IOC) model assisted by short video Microlearning on students' motivation to learn Indonesian language. The research data was obtained through the dissemination of pretest and posttest questionnaires on learning motivation. The research was carried out at SDN 1 Sri Kencono Central Lampung which involved two classes, namely class IV A as an experimental class and class IV B as a control class. Before the research was carried out, the researcher first conducted a test of the questionnaire instrument to

determine the level of validity and reliability of the instrument to be used. Instrument trials were carried out in classes that were not research samples so as not to affect the research results. The results of the test of the instrument were then analyzed as a basis for determining the feasibility of the questionnaire used in the research.

a. Validity test

The validity test is carried out to determine the level of validity of the research instrument so that it can be ensured that the instrument is able to measure the variables being studied appropriately. The validity test in this study was carried out by correlating the score of each statement item with the total score using Pearson's Product Moment correlation formula. The learning motivation questionnaire instrument used in this study consists of 40 statements prepared based on learning motivation indicators. The data from the trial results were then analyzed to determine the validity of each statement item on the learning motivation questionnaire. Based on the results of the questionnaire instrument trial, the validity test was carried out with a significance level of 5% using a total of 25 students. Based on the Product Moment value, a r_{table} value of 0.396 was obtained.

After the implementation of the validity test of the pretest questionnaire, the researcher then conducted a trial of the posttest questionnaire instrument. The trial was carried out outside the research sample class by involving 25 students as respondents. This test aims to ensure that the post-survey instrument used has met the validity requirements so that it is suitable for use in the process of collecting research data. Based on the results of the post-survey questionnaire instrument trial, the validity test was carried out at a significance level of 5% with a total of 25 students. Based on the distribution table of Product Moment values, the r_{table} value = 0.396 is obtained. The results of the analysis showed that of the 40 statements tested, there were 30 items that were declared valid because they had a value of $r > r_{table}$.

Based on the results of the validity test, only items that meet the validity criteria are used as research instruments, while items that do not meet the validity criteria are not used in the data collection process.

b. Reliability test

The reliability test of the instrument was carried out using Cronbach's Alpha coefficient. Once the instrument is declared valid, the next step is to test its reliability to ensure that it is suitable for use in the study. The reliability test process on the pretest questionnaire was carried out with SPSS Statistics 25. Based on the results of the reliability test of the pretest questionnaire using the help of the SPSS Statistics 25 program, a Cronbach's Alpha value of 0.950 was obtained with a total of 40 statements. This value is greater than the minimum limit value of the reliability coefficient, which is 0.60 ($0.950 > 0.60$). Thus, the pretest questionnaire instrument is declared reliable because it has a very high level of consistency. Based on the

results of the analysis, it can be concluded that the learning motivation questionnaire instrument in the pretest has met the reliability criteria so that it is suitable for use as a data collection tool in research.

After the reliability test of the pretest questionnaire was completed, the researcher continued to test the reliability of the posttest questionnaire. Based on the results of the posttest questionnaire reliability test using SPSS Statistics 25, a Cronbach's Alpha value of 0.972 was obtained with a total of 40 statements. The Cronbach's Alpha value is greater than the minimum limit of the reliability coefficient, which is 0.60 ($0.972 > 0.60$). This shows that the posttest questionnaire instrument has a very high level of internal consistency so that it can be declared reliable. Based on the results of the analysis, it can be concluded that the learning motivation questionnaire instrument in the posttest has met the reliability criteria and is suitable for use as a data collection instrument in research.

2. Descriptive analysis

Table 1. Descriptive Analysis test

Descriptive Statistics	N	Minimum	Maximum	Red	Std. Deviation
Pretest_Eksperimen	21	63	99	81,10	10,564
Posttest_Eksperimen	21	89	111	98,14	5,341
Pretest_Kontrol	21	63	81	74,33	4,902
Posttest_Kontrol	21	71	97	87,00	5,329
Valid N (listwise)	21				

Based on the results of descriptive statistical analysis, the learning motivation of students in the experimental class and the control class showed differences before and after treatment. The measurement of learning motivation was carried out using pretest and posttest questionnaires that had been declared valid and reliable through validity tests and reliability tests using SPSS version 25. Based on the results of the descriptive analysis, the learning motivation score at the pretest stage obtained an average score of 81.10, with the lowest score of 63 and the highest score of 99, and the standard deviation of 10.564.

Posttest results show an increase in students' motivation to learn. The average score increased to 98.14, with a low score of 89 and a high score of 111, as well as a standard deviation of 5.341. These results show that the learning motivation of students in the experimental class has increased after the implementation of the Inside Outside Circle (IOC) learning model. Meanwhile, in the control class which also amounted to 21 students, the research was carried out in six meetings. The results of the analysis showed that the learning motivation of students at the pretest stage had an average score of 74.33, with the

lowest score of 63 and the highest score of 81, and the standard deviation of 4.902.

Based on the posttest results, the learning motivation of students in the control class also increased. The average value increased to 87.00, with a low of 71 and a high value of 97, and a standard deviation of 5.329. Despite the increase in the control class, the average increase in learning motivation in the experimental class was higher than in the control class. Thus, based on the results of descriptive statistical analysis, it can be concluded that the application of the Inside Outside Circle (IOC) model provides a better increase in learning motivation compared to learning in the control class.

3. Normality test

The normality test in this study was carried out using the Shapiro Wilk method with the help of SPSS version 25. Based on the results of the normality test using Shapiro-Wilk, the significance value of the experimental class pretest was 0.251, the experimental class posttest was 0.151, the control class pretest was 0.272, and the control class posttest was 0.116. All of these significance values are greater than 0.05, so it can be concluded that the pretest and posttest data in both the experimental and control classes are normally distributed.

Table 2. Normality test

Tests of Normality	Kolmogo	Shapi				
	rov-			ro-		
	Statistic	d	Sig.	Statis	d	Sig.
		f		tic	f	
Pretest_Ekspe	0,208	2	0,0	0,943	2	0,2
rimen		1	18		1	51
Posttest_Eksp	0,177	2	0,0	0,932	2	0,1
erimen		1	83		1	51
Pretest_Kontr	0,114	2	0,2	0,945	2	0,2
ol		1	00		1	72
Posttest_Kontr	0,163	2	0,1	0,926	2	0,1
ol		1	48		1	16

Based on the results of the normality test using Shapiro-Wilk, the significance value of all data was greater than the significance level of 0.05. In the experimental class pretest, a significance value of 0.251 was obtained, while in the experimental class posttest, a significance value of 0.151 was obtained. These results show that the data in the experimental class, both before and after being treated using the Inside Outside Circle (IOC) model, are normally distributed. Furthermore, in the control class, the significance value of the pretest was 0.272 and the posttest was 0.116. Both values are also greater than 0.05, so the data in the control class is declared to be normally distributed. Thus, it can be concluded that all research data, both pretest and posttest in the experimental class and the control class, meet the assumption of normality because they have a significance value greater than 0.05. Therefore, the data are feasible to use for parametric statistical analysis at the hypothesis testing stage.

4. Homogeneity Test

The homogeneity test was used to determine the level of similarity of variance between the two groups, namely the experimental group and the control group. In this study, the homogeneity test used the variance test at SPSS 25. The basis for data decisions can be done by comparing the significance of the sig value. (2-tailed) with an Alpha 0.05 (5%). With the provision of the sig. (2-tailed) < Alpha 0.05 is HO rejected. On the other hand, if the value of sig. (2-tailed) > Alpha 0.05 is HO accepted.

Table 3. Homogeneity Test

Variable	Testing Policy	Living Statistic	df1	df2	Sig.
Learning Motivation	Based on Mean	0,007	1	40	0,934
	Based on Median	0,000	1	40	1,000
	Based on Median and with adjusted df	0,000	1	39,896	1,000
	Based on trimmed mean	0,001	1	40	0,980

Based on the results of the homogeneity test, a significance value (Sig. Based on Mean) was obtained of 0.934. The value is greater than 0.05 ($0.934 > 0.05$), so it can be concluded that the variance of learning motivation data in the experimental and control classes is homogeneous or has the same variance.

5. Hypothesis Test

Table 4. Hypothesis Test

Type	Sig.	Value t	Sig. Criteria (2-tailed)	Interpretation
Experiments	0,000	-6,238	< 0.05	Accepted
Controls	0,000	9,889	< 0.05	Accepted

Based on the results of the Paired Samples t-Test in the experimental class, a calculated t-value of -6.238 was obtained with a significance value of $0.000 < 0.05$. These results show a significant difference between the pretest and posttest scores of students' learning motivation after the Inside Outside Circle (IOC) learning model was applied. Thus, a significance value smaller than 0.05 indicates that H_0 is rejected and H_1 is accepted, so it can be concluded that the application of the Inside Outside Circle (IOC) model

has an influence on students' learning motivation. In the control class, the results of the Paired Samples t-Test showed a calculated t-value of -9.889 with a significance value of $0.000 < 0.05$. These results indicate that there is a significant difference between the pretest and posttest scores of students' learning motivation in the control class.

Based on the overall results of the study, it can be concluded that the application of the Inside Outside Circle (IOC) model assisted by short video microlearning is more effective than learning using the Think Pair Share (TPS) model assisted by Microlearning in increasing the motivation to learn Indonesian language for grade IV students of SDN 1 Sri Kencono Central Lampung. This effectiveness can be seen from the increase in enthusiasm, attention, activeness, confidence, and participation of students during the learning process. Learning is no longer teacher-centered, but rather provides opportunities for students to learn actively through interaction with peers. Therefore, the Inside Outside Circle (IOC) model assisted by short video microlearning can be used as an alternative learning model that is innovative and effective in increasing students' learning motivation in Indonesian language subjects in elementary schools.

The results of the study showed that the application of the *Inside Outside Circle* (IOC) model assisted by short-duration microlearning videos was able to encourage an increase in students' motivation to learn Indonesian. The increase indicates that the combination of cooperative learning activities and compact audiovisual media can create a more interesting, active, and less monotonous learning atmosphere. Students not only receive material from teachers, but also engage in listening, understanding, reconveying information, and exchanging opinions with peers.

The increase in learning motivation in the experimental class also showed that the IOC model was able to provide relatively even learning opportunities to each student. The change of partners in the circle makes students interact with more than one friend so that learning activities become more dynamic. Through this process, students gain space to practice the courage to speak, increase confidence, listen to the opinions of others, and take responsibility for the information conveyed. This condition can foster attention and participation because each student has a clear role during learning.

The microlearning video shown before the discussion also supports the readiness of students to participate in learning. The presentation of the material in a concise and focused manner helps students recognize the main information that is then used as information exchange material in IOC activities. Thus, videos not only serve as an attention-grabbing medium, but also as an initial stimulus that makes it easier for learners to understand the material before presenting it to their partner. The relationship between watching and discussing activities makes students more active in processing information rather than simply receiving explanations passively.

The results of statistical testing confirmed the change in learning motivation after the IOC model assisted by video microlearning was applied. However, increased motivation also occurred in control classes that used the *microlearning-assisted Think Pair Share* model. The findings show that both cooperative learning models provide opportunities for learners to think, discuss, and participate in learning. Nonetheless, the IOC model shows a better upward trend as the pattern of pairing switching allows interactions to take place more widely and repeatedly. Therefore, the advantage of IOC in this study lies not only in the use of microlearning videos, but also in the interaction structure that provides greater opportunities for students to be actively involved in the learning process.

The increase in learning motivation in the experimental classroom can be explained through the characteristics of the IOC model that emphasizes alternating interaction and exchange of information. Learners are divided into inner circles and outer circles, then face to face with couples to discuss the material before moving on to the next pair. This interaction pattern provides a relatively equal opportunity for each student to speak, listen, and reconvey the information that has been understood. The opportunity to communicate repeatedly can increase students' courage, confidence, attention, and responsibility for learning activities.

These findings are in line with the research of Hartini et al. (2018), which showed that the application of the IOC model can improve the motivation and learning outcomes of elementary school students. The model encourages students to engage in listening, discussing, conveying information, and collaborating with friends. The results of this study also support the view of Noge et al. (2020) that IOC is a cooperative learning model that allows students to build understanding through direct interaction with peers. This interaction makes students not only receive information from teachers, but also play a role in processing and communicating knowledge.

Increased learning motivation is also related to the use of microlearning videos as a supporting medium. Microlearning videos present the material in short, focused, and easy-to-understand sections. The presentation of the material in a concise manner helps students get an initial overview of the material before participating in discussion activities. This is in accordance with the view of Hug and Friesen (2007) that microlearning organizes learning activities into units or small, directed steps. In this study, microlearning videos served as an initial stimulus that helped students focus on the core of the material, while the IOC model provided an opportunity to reprocess the information through the exchange of opinions.

The findings can also be explained through the *Cognitive Theory of Multimedia Learning* developed by Mayer (2009). This theory explains that humans process information through visual or pictorial channels and auditory or verbal channels that have limited capacity.

Learning will take place more meaningfully when students are able to select relevant information, organize it, and connect it with the knowledge they already have. Microlearning videos that combine narrative with relevant visuals can help students understand the material as long as the elements in it are not excessive and remain directed to the learning objectives.

The use of short-duration videos also supports the maintenance of students' attention. Guo et al. (2014) explain that shorter videos tend to generate higher engagement compared to videos that are too long. Brame (2016) also emphasized that the effectiveness of learning videos is influenced by cognitive load management, student involvement, and the existence of learning activities after the video is shown. In this study, video was not used as a passive medium, but continued with discussion activities through IOC. Learners must remember, explain, listen to, and respond to information from their partner so that their involvement does not stop at the viewing activity.

The combination of IOC and video microlearning can be understood as an integration between social activities and the presentation of multimedia information. Short videos help build attention and initial readiness, while IOC directs learners to process information through interaction. This combination creates more varied learning and reduces the tendency for monotonous learning. Students have a reason to pay attention to the content of the video because the information obtained will be used when discussing with their partner. This condition is suspected to encourage increased enthusiasm, participation, and motivation to learn.

The results of the study imply that teachers can use the IOC model assisted by microlearning videos as an alternative to learning Bahasa Indonesia, especially to increase the activeness and motivation of students. The video used should contain one subject matter, be short-lived, use language that is appropriate for the student's development, and display relevant visuals. After the video is shown, teachers need to prepare clear questions or discussion assignments to keep the IOC activities on track. Couple arrangements, discussion times, moving directions, and equal distribution of speaking opportunities also need to be considered so that all students can participate.

For schools, the implementation of this strategy shows that the use of learning technology does not necessarily require complex devices. Short videos can be used classically and combined with interactive face-to-face activities. Schools can support its implementation through the provision of video player devices and training for teachers in designing learning media that is short, engaging, and in accordance with learning objectives.

Although the results show a greater improvement in the experimental class, the claim that IOC is more effective than TPS needs to be reinforced by the results of direct testing between groups. The *paired samples t-test* only showed changes before and after treatment in each class. Therefore, the comparison of the effectiveness of the two

models should be supported by *independent samples t-test* on the increase score or covariance analysis by considering the difference in pretest scores. Further research could also use a larger sample, longer treatment time, and add observations and interviews to explain changes in learning motivation in more depth.

Overall, this study shows that the IOC model assisted by short-duration microlearning videos can create more active, interesting, and participatory Indonesian language learning. The increase in learning motivation occurs because students obtain concise material through audio-visual media as well as the opportunity to process and reconvey information through interaction with peers. With proper media planning and classroom management, this model can be one of the learning alternatives to increase the learning motivation of elementary school students.

4. Conclusion

Based on the results of the research obtained through data analysis and hypothesis testing, it can be concluded that there is a significant influence of the application of the Inside Outside Circle (IOC) model assisted by short video microlearning on the motivation to learn Indonesian language of grade IV students of SDN 1 Sri Kencono Central Lampung. Students who participated in learning using the Inside Outside Circle (IOC) model assisted by short video Microlearning showed a better level of learning motivation compared to students who participated in learning using the Think Pair Share (TPS) model assisted by short video Microlearning. This is proven through the results of the hypothesis test using the Independent Sample t-Test which obtained a Sig. (2-tailed) value of 0.000, so that the significance value was smaller than 0.05 and H_0 was rejected and H_1 was accepted. The findings show that the application of the Inside Outside Circle (IOC) model assisted by short video microlearning is effective in increasing students' learning motivation in Indonesian subjects.

This research is expected to be one of the references for schools in developing learning through the application of the Inside Outside Circle (IOC) model assisted by Microlearning as an alternative to increase students' motivation to learn. This research is also expected to be an input for educators in implementing more innovative and effective learning models, especially the Inside Outside Circle (IOC) model assisted by short video Microlearning, in order to increase students' learning motivation, especially in students who have low learning motivation.

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