

# The Influence of Learning Media and Learning Motivation on Learning Outcomes

Hidayati, Nur Alfin<sup>1</sup>, Try, Hariadi<sup>2</sup>, Mareta, Ginasti<sup>3</sup>, Sahida, Nabila<sup>4</sup>, & Fitria, Laila<sup>5</sup>

<sup>1,3,4,5</sup>Pendidikan Bahasa dan Sastra Indonesia, Universitas Muria Kudus, Indonesia

<sup>2</sup>Pendidikan Bahasa dan Sastra Indonesia, IKIP PGRI Pontianak, Indonesia

\*Corresponding author: [nur.alfin@umk.ac.id](mailto:nur.alfin@umk.ac.id)

Received 5 September 2022, Revised 12 September 2022, Accepted 3 October 2022, Available online 5 October 2022

To link to this article: <https://doi.org/10.53797/ujssh.v1i2.13.2022>

**Abstract:** This research aims to determine the differences that occur between the learning outcomes and motivation of students who are taught using the inquiry learning method with interactive media and inquiry learning with image media. The method used in this research is a quantitative research method that uses a deductive-inductive approach with data collection techniques in the form of motivational questionnaires and learning outcomes tests between the interactive media inquiry method and the image media inquiry method. This data analysis uses ANOVA analysis, which requires homogeneous sample data. Meanwhile, data validation uses SPSS, where the validity test results show that the question significance value is less than 0.05, leading to the conclusion that the instrument used is valid. With a research hypothesis test value of  $\text{sig } 0.00 < 0.05$ ,  $H_0$  is rejected and  $H_1$  is accepted. From the results of the research that has been carried out, data indicates that (1) there are differences between the inquiry learning method with interactive media and the inquiry learning method with image media on Indonesian language learning outcomes. (2) There are differences in learning motivation between the inquiry learning method with interactive media and the inquiry learning method with image media in Indonesian language learning outcomes.

**Keywords:** inquiry learning method, interactive media, image media

## 1. Introduction

The world of education currently requires a professional teacher, and the teacher must be able to convey the material well and optimally so that students can understand the material provided (Ahsin, et. al 2020; Angelia, et. al 2020; Arukah, et. al 2020; Hidayati, 2020; Darmuki & Hidayati, 2019). Providing material for elementary school children is not easy because it requires a big heart to provide learning material so that it can provide a pleasant atmosphere and be understood easily, remembering that elementary school children need complex and real explanations so that they can be easy to learn because we know that factors teachers as instructors in the teaching and learning process greatly determine student learning outcomes. In this case, it is necessary to choose the learning method and media used so that the learning objectives can be achieved well (Arukah, et. al 2020; Dewanti, et. al 2020; Fathurohman, 2020; Hidayati, 2021; Darmuki et al., 2017). According to (Al-Tabani, 2014), the inquiry method is a core part of contextual-based learning activities. It is hoped that the knowledge and skills acquired by students are not the result of remembering a set of facts, but rather the result of finding them yourself. According to (AT-Tabani 2014; Fathurohman, et. al 2020; Fathurohman, et. al 2020; Fathurohman, et. al 2019), inquiry learning itself has several characteristics. The first is that it emphasizes maximum student activity to search and find; secondly, all activities carried out by students are directed at searching for and finding their own answers to something that is being questioned, so they are expected to be able to foster an attitude of self-confidence; and thirdly, the aim of the inquiry learning method is to develop the ability to think systematically, logically, and critically, or to develop intellectual abilities as part of the mental process. Apart from that, there are several advantages to several inquiry learning methods, namely emphasizing the development of cognitive, affective, and psychomotor aspects in a balanced way so that learning is considered to be more meaningful. This learning is also a

strategy that is considered to be in accordance with the development of modern learning psychology, which is a process of changing behavior. thanks to experience. Apart from that, students who have above-average abilities will not be hampered by students who have learning limitations. In the inquiry learning method, it can be done using several media, including interactive media and image media.

## 1.1 Literature Review

### 1.1.1 Learning Media

Learning media are tools or means used to convey lesson material to students with the aim of increasing learning effectiveness. Learning media can be print, audio, visual, or multimedia media, (Arsyad, 2019; Hardiyanti, et. al 2019; Hartani, et. al 2018; Kara, et. al 2020).

#### a. Type of learning media

- Print Media : textbooks, modules, student, worksheets.
- Audio Media : voice recordings, podcasts.
- Visual Media : drawings, photos, diagrams.
- Audiovisual Media : learning videos, educational films.
- Interactive Multimedia : e-learning, learning applications base on computer.

#### b. The influence of learning media on learning outcome

Research shows that the use of appropriate learning media can improve student learning outcomes. Interesting and interactive media can increase students' attention and interest, so that they are more actively involved in the learning process, (Daryanto, 2016; Kara, et. al 2020; Kanzunnudin, et. al 2019; Mujiwanto, et. al 2019; Satria, et. al 2020). Apart from that, varied learning media can help students understand abstract concepts to become more concrete (Sudjana & Rivai, 2011; Septaningsih, et. al 2020; Setianti, et. al 2019; Sofia, et. al 2020).

### 1.1.2 Learning Motivation

#### a. Definition of learning motivation

Learning motivation is encouragement that comes from within the student or from the surrounding environment, which influences the student's enthusiasm for learning (Sardiman, 2011; Tamarudin, et. al 2020; Purnaningtyas, et. al 2020). This motivation can be intrinsic (encouragement from within oneself) or extrinsic (encouragement from external factors, such as rewards or punishment).

#### b. Factors that influence learning motivation

- Internal Factors : students's interests, needs, goals, and student feelings.
- External Factors : family environment, school, peers, and socio-economic conditions.

#### c. The influence of learning motivation on learning outcomes

High learning motivation is positively correlated with good learning outcomes. Students who have high motivation tend to be more persistent in facing learning challenges, more diligent in carrying out assignments, and more active in the learning process (Uno, 2016; Purnaningtyas, et. al 2020; Widiyanto, et. al 2019). Motivation also influences students' concentration and memory, which in turn improves learning outcomes (Schunk, Pintrich, & Meece, 2008).

## 2. Methodology

In this case the researcher uses quantitative research methods

	Pre test	Perlakuan	Motivasi	Post tes
Eksperimen	0 <sub>1</sub>	X	M <sub>t</sub>	0 <sub>2</sub>
	0 <sub>3</sub>	X	M <sub>t</sub>	0 <sub>4</sub>
Kontrol	0 <sub>5</sub>	-	M <sub>t</sub>	0 <sub>6</sub>
	0 <sub>7</sub>	-	M <sub>t</sub>	0 <sub>8</sub>

According to Arikunto (2002), the population is the entire research subject. In other words, population is all elements of an object as a source of data with certain characteristics in a study. The population in this study was class 1 students, totaling 103 children consisting of two classes, namely classes A and B at Dersalam Kudus elementary school and two

classes A and B at Karang Bener Kudus elementary school. . class 1A grouping with 26 children at Dersalam elementary school and class 1A with 25 children at Untung Suropati elementary school using the inquiry learning method with interactive media. Meanwhile, class 1B with 27 children at Dersalam Kudus elementary school and class 1B with 25 children at Karang Bener Kudus elementary school use the inquiry learning method using picture media. A sample, according to Sugiyono (2011), is part of the number and characteristics of the population; in other words, a sample is a part of the population taken and can represent the entire population. The sample in this study was students in class 1 of Dersalam Kudus elementary school and Karang Bener Kudus elementary school for the 2019/2020 semester 2 academic year, a total of 103 children consisting of 45 boys and 58 girls.

This research uses data collection techniques in the form of questionnaires, tests, normality tests, homogeneity tests, and hypothesis tests.

- a. The motivation questionnaire is in the form of a series of questions regarding learning activities using optional techniques, with answer options available. This questionnaire technique is used to determine the level of students' learning motivation based on their actual situation. In this case, grade 1 elementary school students are accompanied by a teacher to provide an explanation of the meaning of the question, considering that they still need assistance in understanding commands in a sentence, even though they can already read.

b.

PERNYATAAN	
Respon	Skor
Sangat Setuju	4
Setuju	3
Tidak Setuju	2
Sangat Tidak Setuju	1

- c. Learning outcome tests, which function to measure students' mastery of the material provided, This learning outcomes test is given in two stages, namely before the teacher provides an explanation, better known as the pre-test, both for students who use the inquiry learning method with interactive media and those who use the inquiry learning method with image media. Next, the second stage is where the teacher first provides an explanation of the thematic Indonesian material and then gives an Indonesian written test to students, both those who use the inquiry learning method with interactive media and those who use the inquiry learning method with picture media for grade 1 Dersalam elementary schools. Dersalam and Karang Bener elementary schools. In the Indonesian written test, reading and questions are presented, and students are asked to answer by choosing the answer that suits the reading and choosing the most correct answer. The duration of time given is 60 minutes, or two hours of lessons.

d.

Tingkat Penguasaan Materi	Nilai Huruf	Nilai Angka
90% - 100%	A	90 -100
80% - 89%	B	80 - 89
65% - 79%	C	65 - 79
55% - 64%	D	55 - 64
Dibawah 55%	E	Dibawah 55

Data analysis is an important part because, with data, the validity of the hypothesis applied can be tested. The data analysis used in this research used a two-way variance analysis technique.

- e. The prerequisite tests for the analysis for the analysis are a normality test and a variance homogeneity test. The purpose of the normality test is to find out whether the data obtained is normally distributed or not. The test used is Kolmogorov-Smirnov with a hypothesis:

H<sub>0</sub> = data is normally distributed

H<sub>1</sub> = data is not normally distributed

With the following criteria:

1. probabilities sig,  $\alpha > 0,05$  so that the data is normally distributed.
2. probabilities sig,  $\alpha < 0,05$  so that the data is not normally distributed.

The purpose of the homogeneity test is to determine whether the data being analyzed is homogeneous or not, using a formula:

$$F = \frac{\text{Big variance}}{\text{Small variance}}$$

Small variance

According to the criteria, the data has a homogeneous variance if F is calculated.  $< F \frac{1}{2}(n1-1)(n2-2)$  To test a hypothesis, the data must have a homogeneous variance.

- f. Hypothesis testing, where for hypothesis 1 and hypothesis 2, the independent t-test is used, while for the hypothesis, it is tested using a two-way ANOVA, which refers to the following steps:
  1. Count the total number of squares (JKt), between A (JKA), between B (JKB), interactions AxB (JKAB), and in groups (JKd).
  2. Calculate total freedom degrees (dbt), between A (dbA), between B (dbB), AxB interactions (dbAB), and in groups (dbd).
  3. Calculate the square averages between A (RKA), between B (RKB), AxB interactions (RKAB), and in groups (RKD).
  4. Calculate the ratio of FA, FB, and FAB.

### 3. Results and Discussion

Inquiry learning method with interactive media and image media. After learning, evaluation of learning is done using the method of inquiry with interactive media as well as image media from both Dersalam elementary school and Karang Bener elementary school. The result of the normality test with the Kolmogorov-Smirnov approach has a value of 0.198, where the value is more than 0.05, so it can be concluded that the learning results of Indonesian language subjects with both the method of inquiry using interactive media and the image media are normally distributed. While the homogeneity test using four classes divided into image media groups and interactive media groups from two different schools obtained a significance of 0.082 and a value of 0.082, which is greater than 0.05, it can be stated that the sample used is homogenous. In the SPSS program, they obtained media significance values of 0.000, motivation significance of 0.000, and media\* motivation importance of 0.000. With the conclusion that H0 was rejected and H1 was accepted, Validity tests are used to test whether the research instrument is truly valid and reliable for collecting research data. As for the validity calculation of instruments using SPSS, it is as follows:

**Table 3:** Validity test result

NO	Soal	sig
1	item 1	0,024
2	item 2	0,024
3	item 3	0,000
4	item 4	0,034
5	item 5	0,034
6	item 6	0,000
7	item 7	0,023
8	item 8	0,000
9	item 9	0,022
10	item 10	0,023
11	item 11	0,023
12	item 12	0,023
13	item 13	0,014
14	item 14	0,000
15	item 15	0,000

Based on the results of the validity test, it was found that the significance value of the questions for items 1 to 15 was less than 0.05. Thus, it can be concluded that the instrument used is valid. The reliability test is used to test whether the research instrument used is reliable. It means that if currently data is taken at Dersalam elementary school and Karang Bener elementary school, one month later the data is taken again and compared with the previous data, it will produce values that are not much different.

**Table 4:** Reliability data  
**Reliability Statistics**

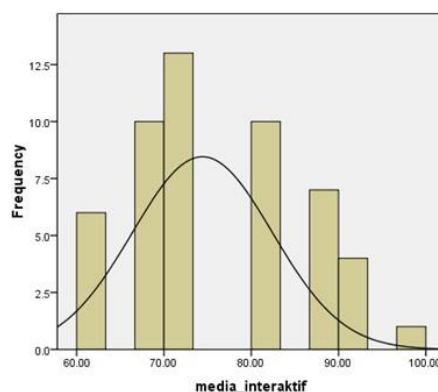
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,663	0,494	15

Based on the results of the reliability test, the Cronbach alpha value was greater than 0.663. This means that with this value, when compared with the minimum reliability standard value of 0.5, it can be concluded that the research instrument used is reliable. Data exposure and descriptive statistics were carried out by researchers on learning outcomes and learning motivation data from both groups that used inquiry learning methods with interactive media and groups that used inquiry learning methods with image media after evaluations were carried out at Dersalam Elementary School and Karang Bener Elementary School. are as follows:

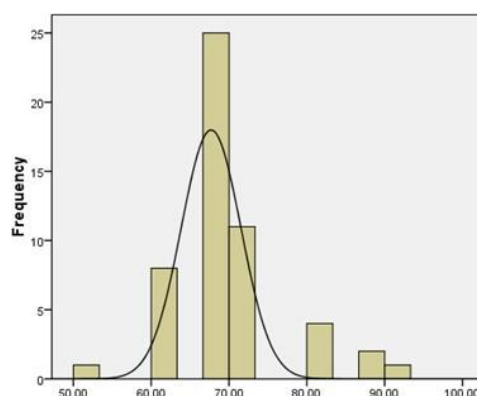
**Table 5:** Learning outcomes of the image media and interactive media group statistics.

	media_interaktif	media_gambar
N Valid	51	52
Missing	0	0
Mean	75.6275	69.1923
Std. Deviation	10.05974	7.52262
Minimum	60.00	53.00
Maximum	97.00	93.00

Based on the data above, learning outcomes were obtained for both the interactive media group and the image media group, with the explanation that the interactive media group, which consisted of 51 children, obtained an average learning outcome score of 75.62, while the image media group, which consisted of 52 children, obtained an average amounting to 69.19. The standard deviation of the interactive media group is 10.05, and the image media group is 7.52. The minimum score for the interactive media group is 60, and the image media group is 53. The maximum score for the interactive media group is 97, and the image media group is 93.

**Figure 1:** The result of learning group interactive media outcomes

Based on the learning results in **Figure 1**, it can be seen that the minimum score is 60 for 6 children, while the maximum score is 97 for 1 child. Thus, the learning outcomes are found on the left side, with the mode or value that often appears being 73 for a total of 13 students. The bar diagram image above follows a bell curve pattern, which can indicate that the learning outcomes above are normally distributed.



**Figure 2:** The result of learning group image media

Based on **Figure 2** above, the bar graph follows a bell curve pattern, which means the data distribution is close to a normal distribution. With a value of 67 as the mode or value that often appears with a total of 25 students. The resulting research hypothesis is as follows: The first hypothesis states that there is a difference between the inquiry learning method with interactive media and the inquiry learning method with image media on the Indonesian language learning outcomes of grade 1 students at Dersalam and Karang Bener elementary schools for the 2019/2020 academic year.  $H_0$  = There is no difference between the inquiry learning method using interactive media and inquiry learning using image media on the Indonesian language learning outcomes of grade 1 students at Dersalam and Untung Suropati elementary schools for the 2019/2020 academic year.  $H_1$  = There is a difference between the inquiry learning method using interactive media and inquiry learning using image media on the Indonesian language learning outcomes of grade 1 students at Dersalam and Karang Bener elementary schools for the 2019/2020 academic year. Based on the results of the test value calculation, the test value obtained is  $\text{sig } 0.0 < 0.5$ , so it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. With the conclusion of  $H_1$ , namely that there is a difference between the inquiry learning method using interactive media and inquiry learning using image media on the Indonesian language learning outcomes of grade 1 students at Dersalam elementary school and Untung Suropati elementary school for the 2019/2020 academic year.,

#### 4. Conclusion

From the results of the research that has been carried out, data indicates that (1) there are differences between the inquiry learning method with interactive media and the inquiry learning method with image media on Indonesian language learning outcomes. (2) There are differences in learning motivation between the inquiry learning method with interactive media and the inquiry learning method with image media in Indonesian language learning outcomes.

#### Acknowledgement

The authors would like to express their gratitude to the Universitas Muria Kudus for their support in providing both facilities and financial assistance for this research.

#### Conflict of Interest

The authors declare no conflicts of interest.

#### Reference

- Al-Tabani, T. I. (2014). *Mendesain Model Pembelajaran Inovatif, Progresif, dan Kontekstual: Konsep, Landasan, dan Implementasinya Pada Kurikulum 2013*. Jakarta: Kencana.
- Ahsin, M. N., & Fathurohman, I. (2020). Penerapan Blended Learning dengan Moodle dan Media Website dalam Pembelajaran Jurnalistik Daring. *Sasando: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya Lembaga Penelitian dan Pengabdian Masyarakat Universitas Pancasakti Tegal*, 3(2), 33-46. <https://doi.org/10.24905/sasando.v3i2.126>
- Angelia, B., Widiyanto, E., & Fathurohman, I. (2020). Kohesi dan Koherensi Pada Buku Pengajaran BIPA Tingkt C1. *In Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA)* (Vol. 3, No. 1, pp. 31-37). <https://conference.umk.ac.id/index.php/semarbipa/article/view/269>
- Arief S, S. (2003). *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: PT Raja Grafindo.



- Arsyad, A. (2019). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Arukah, D. W., Fathurohman, I., & Kuryanto, M. S. (2020, October). Peningkatan Hasil Belajar Siswa dengan Menggunakan Media Ledu. In *Prosiding Seminar dan Diskusi Pendidikan Dasar*. <https://journal.unj.ac.id/unj/index.php/psdpd/article/view/17738>
- Arukah, D. W., Fathurohman, I., & Kuryanto, M. S. (2020). Peningkatan Hasil Belajar Siswa Kelas IV Sekolah Dasar Negeri 2 Karangbener Menggunakan Model Think Pairs Share. *EduBase: Journal of Basic Education*, 1(2), 127-135. <https://doi.org/10.47453/edubase.v1i2.141>
- Darmuki, A., Andayani, Joko Nurkamto, Kundharu Saddhono. (2017). Evaluating Information-Processing-Based Learning Cooperative Model on Speaking Skill Course. *Journal of Language Teaching and Research*, 8(1), 44-51.
- Darmuki, A., Andayani, Joko Nurkamto, Kundharu Saddhono. (2018). The Development and Evaluation of Speaking Learning Model by Cooperative Approach. *International Journal of Instruction*, 11(2), 115-128.
- Darmuki, A. & Ahmad Hariyadi. (2019). Eksperimentasi Model Pembelajaran Jucama Ditinjau Dari Gaya Belajar Terhadap Prestasi Belajar Mahasiswa Mata Kuliah Berbicara Di Prodi PBSI IKIP PGRI Bojonegoro [*Experimental Research on Jucama Learning Model viewed from Students' Learning Styles towards Their Learning Achievement in the Subject of Speaking*]. *Kredo*, 3(1), 62-72.
- Darmuki, A. & Hidayati N.A. (2019). An Investigation of The Cooperative Learning Using Audio Visual Media in Speaking Skill Subject. *ICSTI*, 121-126.
- Darmuki, A. & Hidayati, N.A. (2019). Peningkatan Kemampuan Berbicara Menggunakan Model Kooperatif Tipe NHT pada Mahasiswa Tingkat I-A Prodi PBSI IKIP PGRI Bojonegoro Tahun Akademik 2018/2019 [The Improvement of Speaking Skill using NHT Cooperative Model at First Year Students of Indonesian Language and Literature Department]. *Jurnal Pendidikan Utama*, 6(2), 9-18.
- Dewanti, F. C., Ahsin, M. N., & Fathurohman, I. (2020, November). Penggunaan Lagu Karya Band Wali Sebagai Upaya Meningkatkan Kosakata Bahasa Indonesia Bagi Penutur Asing. In *Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA)* (Vol. 3, No. 1, pp. 149-156). <https://conference.umk.ac.id/index.php/semarbipa/article/view/284>
- Dimiyati, & Mudjiono. (2006). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Endiawan, A. S., Fathurohman, I., & Santoso, S. (2020). PENGEMBANGAN MEDIA PEMBELAJARAN LITERASI CERAM BERBASIS E-BOOK ANDROID TERHADAP MINAT BACA SISWA KELAS III SD. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 9(4), 564-570. <https://primary.ejournal.unri.ac.id/index.php/JPFKIP/article/view/7994>
- Fathurohman, I. (2020). Pembelajaran mata kuliah keterampilan berbahasa indonesia melalui live streaming youtube berbasis Open Broadcast Software dan Whatsapp di era pandemi Covid 19. *Jurnal Educatio FKIP UNMA*, 6(2), 668-675. <https://doi.org/10.31949/educatio.v6i2.704>
- Fathurohman, I., & Setiawan, D. (2020). The Utilization Of Culture Map Board Media To Improve Teachers' Skills In Elementary School. *Journal of Education Technology*, 4(3), 279-284. <https://doi.org/10.23887/jet.v4i3.28456>

- Fathurohman, I., & Purbasari, I. (2020). Peningkatan Hasil Belajar Siswa SDN 5 Gondoharum Kudus Melalui Model TGT dan Media DaperR. *Jurnal Ilmiah Wahana Pendidikan*, 6(3), 264-274. <https://doi.org/10.5281/zenodo.3960155>
- Fathurohman, I., Kanzunnudin, M., Tamarudin, A., & Cahyaningsih, R. D. (2019, October). Education In Era 4.0 Based On Local Wisdom: Existence Of Value And Technology. In *ICONECT 2019: Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia* (p. 200). European Alliance for Innovation.
- Fathurohman, I., & Cahyaningsih, R. D. (2021). Development of Authentic Assessment Instrument for Improving Extensive Capacity of Metacognitive Perspective. *Asian Journal of Assessment in Teaching and Learning*, 11(1), 13–21.
- Fitriani, S. Nurhanurawati, N. Coesamin, M. *Pengaruh Kemampuan Awal dan Motivasi Belajar Terhadap Kemampuan Komunikasi Matematis Siswa*. *Jurnal Pendidikan Matematika* Vol. 9 (1) Hal. 31-41. Online Publication. DOI: <http://dx.doi.org/10.23960/mtk/v9i1.pp31-41>
- Fathurohman, I., & Cahyaningsih, R. D. (2021). Development of Authentic Assessment Instrument for Improving Extensive Capacity of Metacognitive Perspective. *Asian Journal of Assessment in Teaching and Learning*, 11(1), 13–21.
- Hidayati, N. A. (2020). Penerapan Metode Mind Map Berbasis Drill Untuk Meningkatkan Kemampuan Berbicara Mahasiswa di Prodi PBSI IKIP PGRI Bojonegoro . *Jurnal Educatio FKIP UNMA*, 6(2), 462-468.
- Hidayati, N. A. (2021). Peningkatan Keterampilan Pidato Melalui Metode Demonstrasi Berbantuan Unggah Tugas Video di Youtube. *Jurnal Educatio FKIP UNMA*, 7(4), 1738-1744.
- Hariyadi, A., & Darmuki, A. (2019). Prestasi dan Motivasi Belajar dengan Konsep Diri. *Prosiding Seminar Nasional Penguatan Muatan Lokal Bahasa Daerah sebagai Pondasi Pendidikan Karakter Generasi Milenial*. PGSD UMK 2019, 280-286.
- Hasanah, U, Sarjono, Ahmad Hariyadi. (2021). Pengaruh Model Problem Based Learning Terhadap Prestasi Belajar IPS SMP Taruna Kedung Adem. *Aksara*. Vol. 7(1). 43-52.
- Hariyadi, Ahmad. (2018). User Of Smart Ladder Snanke Media to Improve Student Learning Outcomes Of IV Grade Students of State Elementary School I Doropayung Pancur Rembang. *Refleksi Edukatika*. Vol. 9 (1), 107-111
- Hariyadi, A., Fuadul, M., & Aldinda Putri (2021) Pembelajaran Kooperatif Berbantuan Media Audio Visual Pada Mata Kuliah Pendidikan Ilmu Pengetahuan Sosial. *Refleksi Edukatika* Vol 12(1) 110-116
- Hardiyanti, D. A., Fakhriyah, F., & Fathurohman, I. (2019). Pengembangan Media Komik Strip Berbasis Keunggulan Lokal Pada Materi Gaya Dan Cerita Fiksi Di Kelas IV Muatan Bahasa Indonesia Dan Ilmu Pengetahuan Alam. In *Prosiding Seminar Nasional Pagelaran Pendidikan Dasar Nasional (PPDN)* (Vol. 1, No. 1, pp. 397-407).
- Hartani, A., & Fathurohman, I. (2018). peningkatan kualitas pembelajaran menyimak cerita pendek melalui model picture and picture berbantuan media cd cerita pada siswa kelas v sd 1 mejobo kudus. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 2(1), 17-38. <https://doi.org/10.24176/kredo.v2i1.2576>
- Kara, R. B., Fathurohman, I., & Fajrie, N. (2020). Improving Poem Writing Skill Through Smart Ludo Media For Grade IV Students. *Jurnal Ilmiah Sekolah Dasar*, 4(3), 496-504. <https://doi.org/10.23887/jisd.v4i3.27538>
- Kara, R. B., Fathurohman, I., & Fajrie, N. (2020). Upaya Meningkatkan Keterampilan Menulis Puisi melalui Media Ludo Pintar. *Journal of Education Action Research*, 4(3), 363-370. <https://doi.org/10.23887/jear.v4i3.27231>
- Kanzunnudin, M., & Fathurohman, I. (2019, October). Narrative Structure And Function Of Kyai Telingsing Stories. In *ICONECT 2019: Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia* (p. 233).



- Kurnia, Ulfah Mita, Sri Utaminingsih, Irfai F. 2021. Keefektifan Media Treasure of Science Berbasis Kearifian Lokal dalam Pembelajaran Tema 8 Kelas V Sekolah Dasar. *Jurnal Iomiah Pendidikan dan Pembelajaran*.5 (3).
- Rusman. (2012). *Model Pembelajaran*. Depok: PT Raja Grafindo Persada.
- M Sardiman, A. (1986). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali.
- Misidawati, D,W., Ratna Nurdiana, Siti Aniqoh S, Ahmad Hariyadi, 2021. Media Vidio untuk Meningkatkan Prestasi Belajar Mata Kuliah Managemen Pemasaran di Masa Pandemi Coid-19 pada Mahasiswa Prodi Ekonomi Syariah IAIN Pekalongan. *Jurnal Educatio FKIP UNMA*, 7(2), 382-388.
- Mujiwanto, M., & Fathurohman, I. (2019, October). The Urgency of Indonesian Literary Text Book in Indonesian Learning at SMP/MTs. In *ICONECT 2019: Proceeding of the 2nd International Conference Education Culture and Technology*, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia (p. 320). European Alliance for Innovation.
- Ramadhani, I. R., Fathurohman, I., & Fardani, M. A. (2020). Efek Penggunaan Smartphone Berkelanjutan pada Masa Pandemi Covid-19 terhadap Perilaku Anak. *Jurnal Amal Pendidikan*, 1(2), 96-105.
- Satria, E. P., Fathurohman, I., & Ardianti, S. D. (2020). Meningkatkan hasil belajar siswa SD melalui model teams games tournament dan media scrapbook. *EduBasic Journal: Jurnal Pendidikan Dasar*, 2(1), 45-51. <https://doi.org/10.17509/ebj.v2i1.26954>
- Septaningsih, U., Fathurohman, I., & Setiawan, D. (2020). Keterampilan Guru Melalui Model Picture and Picture Berbantuan Media Roda Putar Kelas IV SDN Wonorejo 2 Demak. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 5(1), 661-666. <https://doi.org/10.35568/naturalistic.v5i1.887>
- Setianti, A. H., Utaminingsih, S., & Fathurrohman, I. (2019, October). Development of Wayang Dami Based on Local Wosdom in Story Learning in High Class. In *ICONECT 2019: Proceeding of the 2nd International Conference Education Culture and Technology*, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia (p. 304). European Alliance for Innovation.
- Sofia, E. M., Fathurohman, I., & Purbasari, I. (2020). Penerapan Model Contextual Teaching And Learning Terhadap Peningkatan Keterampilan Menulis Pendapat Pribadi. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 3(2), 249-262. <https://doi.org/10.24176/kredo.v3i2.4783>
- Sudjana, N. (2004). *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algensindo Offset.
- Sugiyono. (2011). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Supena, I., Darmuki, A., & Hariyadi, A. (2021). The Influence of 4C (Constructive, Critical, Creativity, Collaborative) Learning Model on Students' Learning Outcomes. *International Journal of Instruction*, 14(3), 873-892. <https://doi.org/10.29333/iji.2021.14351a>
- Suprihatin, D., & Hariyadi, A. (2021). Peningkatan Kemampuan Menentukan Ide Pokok Melalui Model SAVI Berbasis Mind Mapping pada Siswa Sekolah Dasar. *Jurnal Educatio*. Vol. 7. No. 4, 1384-1393.
- Tamarudin, A. (2020). Analisis faktor otentik kesulitan belajar program linier berbasis problem-based learning. *ANARGYA: Jurnal Ilmiah Pendidikan Matematika*, 3(1), 8-14. <https://doi.org/10.24176/anargya.v3i1.4142>
- Purnaningtyas, A. R. I. D., Fathurohman, I., & Kuryanto, M. S. (2020, October). Pemanfaatan Media Unos dan Model Pembelajaran Teams Games Tournament untuk Peningkatan Keterampilan Mengajar Guru di SD Negeri Geritan Pati. In *Prosiding Seminar dan Diskusi Pendidikan Dasar*. <https://journal.unj.ac.id/unj/index.php/psdpd/article/view/17737>
- Purnaningtyas, A. R. I. D., Fathurohman, I., & Kuryanto, M. S. (2020). PENINGKATAN HASIL BELAJAR MELALUI MODEL TEAMS GAMES TOURNAMENT BERBANTUAN MEDIA UNOS PADA SISWA KELAS IV SEKOLAH DASAR. *Jurnal Pendidikan Dasar Borneo (Judikdas Borneo)*, 2(2), 15-23. <https://doi.org/10.35334/judikdas%20borneo.v2i2.1479>

- Wahyu, Arukah Dwi, Irfai Fathurohman, Moh. Syaffruddin K. 2020. Peningkatan Hasil Belajar Siswa dengan Menggunakan Media Ledu. Proseding Seminar dan Diskusi Pendidikan Dasar.
- Widianto, E., & Fathurohman, I. (2019). Variasi Tunggal Bahasa dalam Interaksi Penjual dan Pembeli di Kawasan Makam Sunan Muria. KREDO: Jurnal Ilmiah Bahasa dan Sastra, 3(1), 164-170.  
<https://doi.org/10.24176/kredo.v3i1.3403>