

The Effect of Stad Model (Student Teams Achievement Division) Assisted by Smart Treasure Promotional Tools on Learning Interest of Grade IV Elementary School Students

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ABSTRACT

This research is motivated by the lack of innovation in the application of learning models and teaching aids which causes low student interest in learning in the learning process in class IV of SD Negeri Wonorejo 03. The purpose of this study was to determine the effect of the STAD learning model assisted by Smart Treasure teaching aids on student interest in learning. The research method uses a quantitative approach with an experimental method type, namely Quasi Experimental Design with a Non-equivalent Control Group design form. Data collection techniques with non-test techniques include pretest and posttest questionnaires, observation, documentation, and interviews. The data analysis techniques used are the Independent Sample T-Test and Simple Linear Regression. The results of the study showed that: (1) There is a difference in the use of the STAD learning model assisted by Smart Treasure teaching aids on student interest in learning between the experimental class and the control class, as evidenced by the results of the Independent Sample t-test which showed a significance value of $0.003 < 0.05$. (2) There is an influence in the use of the STAD learning model assisted by Smart Treasure teaching aids on student interest in learning, with the results of the simple linear regression test showing a significance value of $0.000 < 0.05$. Based on the results of the study, it can be concluded that there is a significant difference between the experimental class and the control class, where the experimental class has an average of 82.8 which is greater than the average of the control class which is 75.3. The use of the STAD learning model assisted by Smart Treasure teaching aids has an effect on students' learning interest by (R Square value of 0.708 or 70.8%) the remaining 29.2% is influenced by other factors.

Keywords: STAD, smart treasure, interest in learning

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INTRODUCTION

Education is a form of effort in the process of learning and self-development that aims to improve a person's knowledge, skills, attitudes, and values to be free from limitations. According to Rahman et al., (2022:3) Education is a conscious effort by humans to grow and develop potentials in humans. Elementary education plays an important role in laying the foundations of science, skills, and character that children need to be prepared to step to the next level and also to live their lives in the future. Education in primary school is not only limited to a process to develop basic intellectual abilities but can also be a process to cultivate fundamental skills in social and individual aspects. In line with this, a teacher is someone who plays an important role in the learning process; teachers are a factor that determines the quality of education because they are directly faced with students in the learning process in the classroom. In the hands of teachers, the quality and character of students are formed. Therefore, it is necessary to have a teacher who is competent, responsible, skilled, and highly dedicated in carrying out learning Djollong (2017:23).

Learning is a change in behaviour in the learning process that is planned, implemented and evaluated to achieve learning goals Hawa & Subyantoro (2019:105). In carrying out the learning process, there are various factors that affect both supporting and inhibiting factors, factors that inhibit learning in primary schools, namely internal factors and external factors. Internal factors include a lack of interest in learning

among students, a lack of confidence in children, and difficulty recognising letters. External factors for students include never having attended nursery, lack of attention and family support in reading, and low economic status of parents. Astia (2020:9). Therefore, these various factors that can improve students' academic achievement must be well considered, such as students' interest in learning.

Slameto (2015) explain that interest is a sense of preference and interest in something or activity, without anyone telling you to. Prihatini (2017:173) clarifying that interest in learning is an individual's tendency to have a sense of pleasure without any coercion so that it can cause changes in knowledge, skills and behaviour. From some of the opinions of the experts above, it can be concluded that interest in learning is a willingness in a person to follow a learning process from those who do not understand to understand without coercion from others.

There are several factors that affect students' interest in learning, namely factors from within the individual and factors from outside the individual. Factors from within the individual are motivation in the individual, confidence, emotions and feelings while factors from outside the individual are family, environment, and peers. Meanwhile, according to Ardyani & Latifa (2014:233) Internal factors are factors that can foster a person's interest due to self-awareness without any coercion from others, such as emotional factors, perceptions, motivation, talent, and mastery of knowledge. Meanwhile, external factors are those that can cultivate a person's interest due to the influence of other people and the surrounding environment, such as family and social environment factors.

Based on the researcher's observations about the learning conditions of students at SD Negeri Wonorejo 03, it shows that interest in learning is still low. Teachers have implemented a learning model that suits the needs of students, but there are still many teachers who only use the lecture method during learning, so the delivery of material only focuses on the teacher. Additionally, teachers do not often use teaching aids during the learning process. Besides these problems, there are also other factors that affect, namely the lack of parental attention to the child's learning process. According to the information conveyed by the teacher, on average, students only receive learning at school, and after school, there is no special guidance from parents, meaning that only the teacher plays a role in the learning process. This results in low interest in learning among students during lessons.

Some of the problems obtained from the results of the interviews mentioned and strengthened by the results of observations and questionnaires of the researcher's preliminary study on year IV students, the results of the student learning interest observation sheet which showed that the average student learning interest in SD Negeri Wonorejo 03 class IVA was 68% and in class IVB was 65%, so that the average was 66.5%. Meanwhile, based on the questionnaire that has been tested and which is known based on 4 indicators of student learning interest, it is found that the level of student interest in learning is still low. The following is a breakdown of the average of year IV students of SD Negeri Wonorejo 03.

Table 1. Preliminary Study Results

| Learning Interest Indicator | Class IV A | Class IV B | Average |
|------------------------------------|-------------------|-------------------|----------------|
| Feeling happy | 65,2 % | 59,7% | 62,5% |
| Attention In Learning | 53,6% | 51,4% | 52,5% |
| Student involvement | 60,9% | 55,6% | 58,5% |
| Student Interest | 50,7% | 47,2% | 49% |
| Total | 57,6% | 53,5% | 55,5% |

Based on the results of the questionnaire data above, it shows that the indicators of feeling happy reached 62.5%, attention in learning reached 52.5%, student involvement in learning reached 58.5%, students' interest in learning reached 49%, and on average each class showed 57.6% for class IV A and 53.5% for class IV B. It can be concluded that the average class IVA is higher than class IV B so the researcher determines class IVA with a higher average as the control class and class IV B with a lower average as the experimental

class. From the results of the data above, it shows that the level of student interest in learning is still low, therefore it is necessary to make efforts to increase student interest in learning. According to Ramadhani et al., (2022:902) Teachers must use a learning design that can turn students into active participants during the learning process, then guide students to cooperate with their peers. One of the learning methods that can affect students' learning interests is the Student Teams Achievement Division (STAD) learning model.

Legiman (2021:29) argues that the use of teaching aids is one of the supporting factors that increases students' curiosity, thereby encouraging them to be more active in learning activities. By using unique teaching aids, teachers can more easily convey material and engage students. Smart Treasure is a teaching aid that is easy to use. Therefore, it is very important to use the Smart Treasure teaching aid as a means of delivering material so that students can understand it well. In the learning process, teaching aids not only function as tools for teachers to attract students' attention but also as a means for teachers to convey messages to the students themselves. Based on the description above, the purpose of the research conducted is to determine the 'Effect of the STAD Learning Model Assisted by Smart Treasure Teaching Aids on the Learning Interest of Fourth Grade Elementary School Students'

LITERATURE REVIEW

STAD Learning Model

The Student Teams Achievement Division model is able to be a solution to increase students' interest in learning in the learning process. (Slavin, 2015) Argue that STAD is a learning model that involves students working in small groups to achieve common academic goals, with individual assessments contributing to team assessment. This model focuses on collaborative learning and academic achievement together. STAD learning is the simplest cooperative learning approach; this model is a good model for beginners for teachers who are new to using the cooperative approach Abrori & Sumadi (2023:303). The STAD model is more concerned with the attitude of student participation in developing cognitive and effective potential, including: (1) it is relatively easy to implement, (2) it is able to motivate students in developing individual potential, especially creativity and responsibility in raising the image of their group, (3) training students to cooperate and help each other in the group, (4) students are able to convince themselves and others that the goals they want to achieve depend on how they work, not because of luck, (5) students are able to communicate verbally and nonverbally in working together, (6) increase familiarity between students. So it can be concluded that the STAD type cooperative learning model is a learning model that emphasises students more on the interaction or motivation given between each other so that fun and not boring learning conditions are created and eventually the expected learning outcomes will be achieved. From some of the opinions of these experts, it can be concluded that the STAD-type cooperative learning model is a learning model that emphasises students more on the interaction or motivation given between each other so that a fun and not boring learning condition is created and finally the expected learning results will be achieved.

STAD Learning Model Steps

Each learning model certainly has steps in its implementation in learning. The following are the steps in the implementation of the STAD-type cooperative learning model compiled by Febrianti et al (2024:6942-6943) as follows: Conveying goals and motivations, presenting or conveying information, organising students in study groups, guiding work and study groups, presenting group results and evaluation, giving awards. And in this study, the learning steps are as follows:

Table 2. Syntax STAD

| Fase | Teacher Behavior |
|--|--|
| Fase 1 Conveying goals and motivations | Teachers start learning activities by conveying learning goals to be achieved and motivating students to learn. |
| Fase 2 Organising students into groups | The teacher divides students into several groups where each group consists of 4-5 students heterogeneously (mixed). |
| Fase 3 Submission of information | Teachers deliver subject matter and demonstrate learning media at ongoing meetings to achieve learning objectives. |
| Fase 4 Learning and teamwork activities | The teacher prepares a worksheet as a guideline for group work, so that all team members really master. and each of them contributes |
| Fase 5 Evaluation | The teacher evaluates the student's learning outcomes regarding the material that has been studied or each group presents the results. |
| Fase 6 Team achievement awards | Teachers give awards to each group. |

Learning activities that are in accordance with the syntax of the STAD model give students a better opportunity to actively participate individually and in groups in the implementation of learning. This is a positive learning practice because such learning aims to provide opportunities for students to be more actively involved in the learning process and make lessons easy for students to understand Zulhelmi et al., (2023:1735)

Smart Treasure Props

According to Annisah (2014:14) Teaching aids are tools that can help the teaching and learning process and function to clarify the meaning of the message conveyed, so that they can achieve learning goals better and perfectly. Teaching aids are all or everything that can be used and can be used to explain learning concepts from abstract or less clear material to real and clear so that it can stimulate the thoughts, feelings, attention and interest of students which leads to the teaching and learning process. Sinulingga & Rezeki (2023:59.4). Thus, a teaching aid is a tool used during learning to help the teaching and learning process which plays a major role as a support for teaching and learning activities carried out by teachers or teachers to be able to convey concepts or formulas to their students so that it is easier for students to understand them. Smart Treasure is a smart treasure chest, a prop made of boards shaped to resemble a treasure chest. In this Smart Treasure teaching aid, it presents several elementary school grade IV materials, besides that this teaching tool also has various examples of questions and answers that can be tested to students, so that with this tool students are able to understand the material being taught and answer questions that are in accordance with the material taught.

Advantages and disadvantages of Smart Treasure Teaching Aids

Every use of learning media or teaching aids must have its own advantages and disadvantages, both in terms of manufacturing, cost, inadequate time allocation and the level of difficulty in making the media/teaching aids. Its advantages can also help and make it easier for teachers to present learning messages and greatly motivate students to participate in learning. Kaltsum (2017:22-23). The use of Smart Treasure props has several advantages and disadvantages. The following are the advantages and disadvantages of using Smart Treasure props: 1. The advantages of Smart Treasure props are: a) Attract students' interest in learning b) Clarify the material taught in a more innovative

way so that students do not feel bored c) Creating a more active learning atmosphere such as: observation, involvement between students, courage to express opinions, and solidarity between groups d) Can be used in various kinds of teaching materials 2. Disadvantages of Smart Treasure props are: a) Teaching using teaching aids takes longer b) A lot of time and cost required for its manufacture c) Not easy to carry everywhere.

Learning Interest

Slameto, (2015) explain that interest is a sense of preference and a sense of interest in something or activity, without anyone telling you to. Interest can be said to be a person's tendency to do an action, for example an interest in memorising or an interest in doing something, whether it is a parent, a child's teacher or others, because with an interest a person who does something will be more fun and focused on what they are doing Anggraini & Surachman (2023:891). Learning is an effort made by an individual, intentionally or not, through exercises or experiences that involve various aspects (cognitive, affective, psychomotor) and involves interaction between individuals and individuals and the environment in achieving certain goals so that it results in permanent behavioural changes that can improve the quality of the individual's self Siregar & Widyaningrum (2015:1.7). According to Slameto (2015) Learning interest is a feeling of liking and being interested in something or activity without anyone telling you to. So that interest in learning is an encouragement in a person to involve themselves in a learning activity in order to obtain knowledge without coercion from others. From some of the opinions of the experts above, it can be concluded that interest in learning is a willingness in a person to follow a process from those who do not understand to understand without coercion from others.

Indicators of learning interest according to (Friantini & Winata, 2019) There is 1) a feeling of pleasure towards learning, 2) there is a concentration of attention and mind towards learning, 3) there is a willingness to learn, 4) there is a willingness from within to be active in learning, 5) there is an effort made to realise the desire to learn. Meanwhile, according to Slameto, (2015) Students who have interests will have a sense of pleasure, interest, acceptance, and student engagement. So students who have an interest in learning will show indicators, namely: Feeling happy (will learn the lesson without coercion), Student attention (When students already feel interested and engaged in a lesson, then automatically students will pay attention and focus on the lesson), Student Interest (Students who already have a sense of pleasure in learning will be interested in participating in learning activities with the teacher), Student involvement (Attention to learning will encourage students to be involved and actively participate in teaching and learning activities).

METHOD

The research presented is in the form of numbers from the beginning of data collection. According to Sugiyono (2020) Quantitative research is research based on an approach or method that prioritises the collection and analysis of data in the form of numbers (numerical) with the aim of explaining and measuring the phenomenon being observed more broadly based on the data obtained. The researcher employs a quasi-experimental design using a nonequivalent control group design, where in this study the researcher selects a group of subjects from a specific population, conducts a pretest, and then subjects them to treatment by applying the STAD model assisted by Smart Treasure, and finally concludes with a posttest aimed at measuring the difference in the results of increased student interest in learning from the treatment that has been given. According to Sugiyono (2020) Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn

conclusions so that the population in this study is all students of SD Negeri Wonorejo 03, according to Sugiyono (2020) The sample is part of the number and characteristics that the population has. The sample in this study is class IV, namely class IV A and IV B SDN Wonorejo 03. In this study, the researcher wanted to find out the difference in students' learning interests, the researcher took samples using purposive sampling and using non-probability sampling techniques. Non-probability sampling is a sampling technique that does not give each member of the population the same opportunity to be selected as a sample member. In this study, the dependent variable is the student's interest in learning. Therefore, the independent variable in this study is the STAD learning model assisted by Smart Treasure teaching aids. The data collection techniques in this study are Test (Pretest and Posttest) and Non-Test (Observation, Questionnaire, and Documentation). The test technique was carried out on Year 4 students twice, namely before the treatment (pretest) and after the treatment (posttest). The written test instrument is in the form of a questionnaire. Through observation and questionnaires to observe students' learning interests and the implementation of learning activities during treatment. In addition, there is also documentation to strengthen the results of the research that has been carried out.

RESULTS AND DISCUSSION

To measure the difference in the average learning interest of students, an independent sample t-test was used with the following results obtained.

Table 3. Independent Sample Test Results

| | | <i>Levene's Test for Equality of Variances</i> | | <i>t-test for Equality of Means</i> | | |
|----------------------------------|------------------------------------|--|-------------|-------------------------------------|-----------|------------------------|
| | | F | Sig. | T | Df | Sig. (2-tailed) |
| LEARNING INTEREST RESULTS | <i>Equal variances assumed</i> | .008 | .927 | -3.137 | 45 | .003 |
| | <i>Equal variances not assumed</i> | | | -3.136 | 44.783 | .003 |

From the data from the results of the Independent sample T-test of learning interest, it can be seen that the significance value is $0.003 < 0.05$, so it can be said that H_a is accepted and H_o is rejected. Therefore, from these results, it is said that the experimental class and the control class have different results from the use of the Smart treasure-assisted STAD model on the learning interests of grade IV primary school students. This is in line with research conducted by (Hariani MD et al., 2021:47) that the use of teaching aids using the STAD type learning model can make students more active so that they can increase students' interest and achievement. The results of this study can be concluded, by applying the STAD model in learning, it is able to provide opportunities for students to discuss with each other, motivate their friends to help each other, solve problems and understand the subject matter, motivate students to support each other and help in understanding the material taught by the teacher. Learning with the STAD model can create learning to be active, innovative, creative, and fun for students during learning. Thus, it can be concluded that there is a difference in students' learning interests after applying the STAD model assisted by Smart Treasure Teaching Aids in the learning process.

Table 4. Results of Learning Interest Observation

| Class | | | | The meeting | Persentase (%) | Criterion |
|----------------------------|--|--|--|-------------|----------------|-----------|
| Class IV A SDN Wonorejo 03 | | | | 1 | 70% | Good |
| | | | | 2 | 75% | Good |
| | | | | 3 | 78% | Good |
| Class IV B SDN Wonorejo 03 | | | | | 74,3% | |
| | | | | 1 | 73% | Good |
| | | | | 2 | 77% | Good |
| | | | | 3 | 83% | Good |
| | | | | | 77,6% | |

To find out the results of the implementation of the Smart Treasure-assisted STAD model, the researcher also observed students, namely by observing students' attitudes in accordance with indicators during learning. The observation results that the researcher has made also show that there is a difference in the final results of the two groups. The observation results show that the experimental class has an average value of 77.6%, while the control class has an average value of 74.3%. The results showed that the scores obtained in the experimental class that were treated had a higher average than the control class that was not treated.

Table 5. Simple Linear Regression Test Results

| Model | R | R Square | Sig |
|-------|-------------------|----------|------|
| 1 | .842 ^a | .708 | .000 |

Based on the output results of the regression test, the sig value is $0.000 < 0.05$, meaning that the hypothesis is accepted. So it can be said that there is a significant influence on the interest in learning experimental and control classes. This can be proven from the results of the Simple Linear Regression Test with a sig value of less than 0.05, namely $0.000 < 0.05$. So that in the variable of learning interest, it can be concluded that there is an influence on the use of the STAD model assisted by Smart Treasure teaching aids to students' learning interest (R Square value of 0.708 or 70.8%), the remaining 29.2% is influenced by other factors.

From the results of the research, data has been obtained that the use of the Smart Treasure-assisted STAD model fosters students' enthusiasm and interest. This can happen because the experimental class receives learning or treatment for 3 sessions, where in each learning process that is carried out there is an improvement. Based on the results of data collection using questionnaire sheets and student observation sheets, it can be seen that the indicators of learning interest that have a higher average are feelings of pleasure, student interest, attention in learning, and student involvement in learning can affect students' interest in learning. It can be concluded that by applying the STAD model assisted by Smart Treasure Teaching Aids affects students' interest in learning. This is strengthened by research conducted by Hastuti et al., (2024:146) "The effect of cooperative learning-student teams achievement division type on students' learning interest. with the results of the STAD learning model affecting students' learning interests."

CONCLUSIONS AND RECOMMENDATION

Based on the discussion and analysis of the data that has been presented, it is concluded that: 1. There is a difference in Learning Interest in the use of the STAD model assisted by Smart Treasure teaching aids. This can be proven from the results of the Independent Sample T-Test with a sig value of less than 0.05, namely $0.003 < 0.05$. Therefore, it can be concluded that there is a significant difference between the experimental class and the control class, where the experimental class has an average of 82.8% greater than the average of the control class of 75.3%.

There is an effect of the use of the STAD model assisted by Smart Treasure teaching aids on students' learning interests. This can be proven from the results of the Simple Linear Regression Test with a sig value of less than 0.05, namely $0.000 < 0.05$. Therefore, in the variable of learning interest, it can be concluded that there is an influence of the use of the STAD model assisted by Smart Treasure teaching aids on students' learning interest (R Square value of 0.708 or 70.8%), with the remaining 29.2% being influenced by other factors.

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