



The Effect of Digital Flashcard Based on Problem Based Learning on IPAS Learning Motivation of Fourth Grade Students of SDN Citayam 1, Cipayang District, Depok City

Qanita Nur Allifa^{1*}, Ika Lestari², Taofik Taofik³, Herlina Usman⁴

¹²³⁴State University of Jakarta, 13220 Jakarta, Indonesia

*qanitanurallifah@gmail.com

Abstract. The purpose of this study was to determine the effect of the use of Problem Based Learning Digital Flashcard learning media on IPAS learning motivation of fourth grade students of Citayam 1 State Elementary School, Cipayang District, Depok City. This type of research is a quasi experimental design or pseudo experiment. The process of this research was carried out by making observations in 2 learning groups, namely the experimental group and the control group. The number of samples in this study were 60 fourth grade elementary school students where the experimental group was 30 children and the control group was 30 children. School selection using random sampling technique. Data collection techniques by conducting observations, interviews, and administering questionnaires. While testing the data hypothesis using Validity Test, Reliability Test, Normality Test, Homogeneity Test, Paired Sample Test, and Independent Sample Test. The results of the study showed that there was an effect of using PBL-based digital flashcard learning media on the learning motivation of IPAS class IV SD Negeri Citayam 1, Cipayang District, Depok City.

Keywords: flashcard digital, motivation learning, problem based learning

INTRODUCTION

Education is one of the important aspects in the development of individuals and society as a whole. To realize quality education, one of them is by providing quality teachers, namely those who have competence, personality, social and professional competence. (Pada et al., 2023). Therefore, education at this time must reflect on the four pillars of education consisting of: (1) *learning to how* where in education the teacher's program taught to students can develop mastery of knowledge in students in learning; (2) *learning to do in* education is not just knowing, but as a teacher can invite students to do something so that it can produce something

meaningful for life; (3) *learning to be learning* can provide motivation so as to provide orientation for life into the future; (4) *learning to live together learning* is not enough to be given skills for yourself, as a provision to be able to play a role in the social environment. (Ketut et al., 2022). Learning can be referred to as a system, because it is a collection of teaching and learning principles. Learners, learning objectives, materials tailored to the objectives to be achieved, instructional aids to assist the learning process, and media are components of the learning system. It starts with the initial stage, the implementation of which aims to familiarize students with the learning content.

In essence, education cannot be separated from the curriculum. The Merdeka Curriculum was officially established by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) as an effort to prepare students, especially at the primary school level, to be able to manage the natural and social environment as a unit because at the primary school level, students' thinking abilities are at a holistic, concrete, comprehensive but not yet detailed stage (Teguh, 2022). The Merdeka Curriculum is a varied intracurricular learning curriculum and students are given more space to optimize their exploration of concepts and competencies. An independent curriculum that has the emergence of IPAS subjects and the existence of the Pancasila Student Profile Strengthening Project (Rahmawati et al., 2023). This is a novelty for grade 4 students at Citayam 1 State Elementary School, Depok City. In addition, the Merdeka Curriculum was established to overcome the *learning crisis (learning loss)*. *Learning loss* itself is a phenomenon in which a generation loses the opportunity to gain knowledge because there is a delay in the teaching and learning process. Therefore, in the systematics of the Merdeka Curriculum, science and social studies lessons are made into one unit, called IPAS, as an effort to overcome the *learning loss* crisis in students. One example of *learning loss* is the low level of student motivation.

Learning motivation is a condition of a person that can cause encouragement to carry out an activity in order to achieve certain goals. If every student has good learning motivation, he will be encouraged to be diligent and active in learning so that it will affect good learning outcomes. (Aini & Rulviana, 2023).

Learning motivation has a function as a driving force for behavior, determines the direction of action, and determines the intensity of an action (Sardiman, et al., 2014). Learning motivation is very important for elementary school students to have because learning motivation has a positive impact on students. The higher the student's learning motivation, the better the learning achievement. Learning motivation is important in the learning process, without a learning motivation in students, of course, they will feel bored and not excited in the learning process. Motivation and learning are something that affects one another. Learning motivation is divided into two types, namely intrinsic learning motivation and extrinsic learning motivation. Intrinsic learning motivation is in the form of self-interest or curiosity or arises solely through life experience, while extrinsic learning motivation occurs because individual actions are influenced by external factors such as interaction with the surrounding environment. (Marlina Abdullah et al., 2020). Motivation is closely related to needs, the greater a person's need for something to be achieved, the stronger the motivation to achieve it. A strong need for something will encourage someone to achieve it with all their **might**. (Kasmayanti et al., 2023). As for factors that come from within such as the desire and willingness to achieve an achievement, as well as in the form of a passion in meeting learning needs, while external factors such as a supportive surrounding environment, or include preferred physical activities (Asmawati, Nurhasanah, & Jiwandono, 2020).

However, the problem that occurs today is that many children have low learning motivation. There are 2 factors that influence low learning motivation, namely internal factors and external factors. As for external factors that affect student learning motivation, especially an unhealthy social environment, children are finally consciously or unconsciously affected and eventually eroded. For example, many students are busy chatting when the teacher explains because one student sits side by side in class with students who have a hobby of chatting. There are also students who end up playing truant or running away from school during class hours because they are invited by their friends who have low interest in learning. Based on preliminary observations made by researchers, it is known that the low motivation of students to learn social studies subjects. *The National Council for the Social Studies* (NCSS) defines Social Studies as an integrated study of the social sciences and humanities to promote societal competence, adding that its main purpose is to help young people (in this case elementary school students) develop the ability to make informed and reasoned decisions for good society as citizens of a multicultural and democratic society in an interdependent world. (Hopeman et al., 2022)..

One of the causes of low motivation to learn social studies because some students do not like social studies subjects. This is because social studies subjects tend to emphasize the ability to think critically and study events based on facts about the concept of circumstances in the social environment and all related to **social** issues. (Permana & Kasriman, 2022).. In line with the opinion of Gunawan (2013) which defines social studies subjects as education that develops students' knowledge skills, fosters courage in expressing opinions, and develops critical thinking skills. In addition, Social Studies (IPS) is also defined as a field of study that provides basic knowledge and skills for citizens as early as possible as a training medium for students, especially at the elementary school level. (Anggraini et al., 2022). .

If the needs and abilities of students are not considered, students will be passive, especially considering that social studies lessons are very boring. This can be one of the factors causing low learning motivation so that it can prevent students from being able to have good learning motivation. In line with the opinion of Arrinna

Nur Aini & Vivi Rulviana (2023) who also argue that one of the causes comes from students, teachers and inadequate infrastructure that will cause learning to be less effective. (Aini & Rulviana, 2023).

This problem is also found in Citayam 1 State Elementary School, Cipayung District, Depok City. Precisely in class IV, based on observations made, it shows that the learning motivation of class IV students tends to be low. This can be seen from the body position of

students who look less ready to receive lessons. This is evidenced by the fact that during the observation activities several students were found resting on their chins, yawning repeatedly and even falling asleep at the table. This shows that students feel bored because they are less motivated to take part in the learning process.

Based on interviews conducted with the 4th grade teacher of SD Negeri Citayam 1, Cipayung District, Depok City, it can be seen that the use of varied media is quite rarely implemented into the learning process. Especially in social studies subjects that have a number of concepts in developing and training attitudes, values, morals and skills. (Hopeman et al., 2022).. In essence, learning media has an important role in supporting the quality of the teaching and learning process. (Aisyah, 2022). However, in the learning process, it was found that one of the causes of low student motivation was the viewing of learning videos which turned out to make students bored, bored, and even had difficulty concentrating because the duration of the learning video was too long. For this reason, there is a need for appropriate media to overcome these problems (Sari et al., 2023). In the era of technological development, there are many things that can be utilized so that learning can be interesting, one example is learning media. Learning media is a communication tool used by teachers in conveying information to students so that students can have an interest in the learning process. (Dewantoro & Sulistyowati, 2023)..

The low skill of using digital learning media is a big problem in learning. This is because learning media is a tool to facilitate students' understanding of concepts. Learning media is a tool that must be present in every learning process. (Sari et al., 2023). This is in line with Nur's opinion (2023) that if the learning process cannot provide a sense of comfort, the success of children to learn is less than 50 percent, less successful in improving student achievement. The media is selected based on the instructional objectives that have been set in general referring to one or a combination of two or three cognitive, affective, and psychomotor domains.

One of the learning media that can be used is letter card media or *Flashcards*. *Flashcards* are learning media in the form of small cards that usually

contain pictures or words(Runggo, Y & Hendriyani: 2022). Digital-based flashcards are one of the developments in learning media that utilize technology so that their use today can be more effective and efficient. (Dwi et al., 2023).The images are made by hand or can utilize existing images and photos and then attached to the *Flashcard* sheets (Wahyuni et al., 2020). *Flashcard* media canbe made digitally or non-digitally. The advantages of digital flashcards are such as easy to carry

anywhere because of its small size so that it is easy to remember because this card is more attractive, simple, includes letters and numbers, stimulates the brain longer so that it can remember more on the card; more fun to function for learning media, through the concept of games. *Flashcard* display can be customized with the material to be taught (Andriani, 2023).

Flashcard media in social studies learning contains images, information and some questions that can encourage students to compete to answer them. Thus, the classroom atmosphere becomes active and the learning process becomes more enjoyable. In line with the results of research submitted by Komalasari (2016), *Flashcard* learning media has proven effective in improving learning outcomes, this is evidenced by the significant effect on student learning outcomes. Learning motivation has a big effect on the learning process (Afifah et al., 2021).

The background of this study is strengthened by the existence of previous research conducted by Dila Purnamasari, Sujarwo, and Masripah (2023) entitled "The Effect of *Flashcard* Utilization on Learning Motivation and Vocabulary Mastery in Children" showing that there is a significant influence between the use of *Flashcards* on learning motivation and increasing vocabulary skills in children aged 5-6 years. This statement can be a reference that *Flashcard* learning media can be used in the learning process of elementary school children. The next research was conducted by Kasmayanti, Taufik Samsuri, Safnowandi (2023) with the title, "The Effect of *Team Games Tournament* (TGT) Learning Model by Using *Flashcard* Media on Cognitive Ability and Motivation to Learn Biology of Class VII Students" shows that there is an influence between the *Team Games Tournament* (TGT) Learning Model by Using *Flashcard* Media on Cognitive Ability and Motivation to Learn Biology of Class VII Students. Based on some previous research results that have been found, the novelty of this research focuses on the use of digital *Flashcard* learning media combined with the use of *Problem Based Learning* learning models in social studies subjects.

Problem-based learning can improve student learning outcomes compared to conventional learning models (Cholifah et al., 2018). This can happen because in

learning that uses learning media based on *Problem Based Learning* emphasizes students in considering alternative problem-solving solutions so that students can make choices according to the analysis used by students. The *Problem Based Learning* (PBL) model is a learning model that departs from students' understanding of a problem, finds alternative solutions to the problem and then chooses the right solution to be used in solving the problem (N.K. Mardani, 2018). (N.K. Mardani et al., 2021).. The Problem Based Learning learning model begins with

presenting a problem that aims to train students to use their skills in discussion to find solutionsto the problem. The syntax of the Problem Based Learning learning model according to Forgatyin (Rusman, 2014) includes: 1) finding a problem; 2) defining the problem; 3) gathering facts;

4) hypothesis generation; 5) research; 6) reshaping the problem; 7) presenting alternatives; and

8) proposing solutions. When viewed from the advantages of the PBL model, the Problem Based Learning model is proven to have a positive impact on student learning outcomes. (N.K.Mardani et al., 2021).

For this reason, the use of *Flashcard* media based on *Problem Based Learning* is very suitable to be a solution to these problems. The purpose of this study is to see if there is an effect of using *Flashcard* media based on *Problem Based Learning* on the motivation to learn IPAS Class IV SD.

Based on the description above, the researcher is interested in conducting a study with the title "The Effect of Digital *Flashcards* Based on *Problem Based Learning* on Motivation to Learn IPAS Class IV SD"

METHODS

Subjects in research include populations and samples. The sample taken in a study must represent all the characters contained in the population so that the research conclusions can apply. The sample used in this study was 60 fourth grade students of SDN Citayam 1, Cipayung District, Depok City which was divided into two classes, namely the control class and the experimental class. Each class contains 30 students. This research was conducted on fourth grade students of public elementary schools in Cipayung Subdistrict, Depok City. This place was chosen because it was in accordance with the background of the study. The implementation of the research was carried out for approximately 1 month in the even semester of the 2023/2024 school year, precisely in March-April 2024. This research uses experimental quantitative methods. The instrument in this study used a statement questionnaire from several indicators of learning motivation.

Table 1. Research Design

Class	Pre-test	Treatment	Post-test
Experiment	O1	X	O2
Control	O3	Y	O4

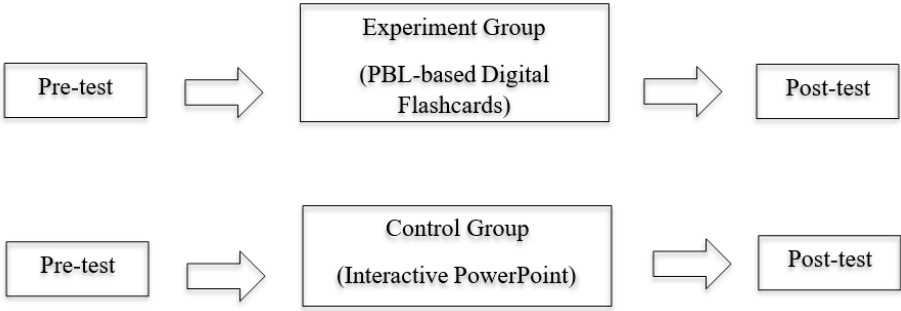


Figure 1. Design Work Plan of the Effect of Digital Flashcards Based on Problem Based Learning on IPAS Learning Motivation.

Table.2 Research Instrument of Learning Motivation

Indicator
1. Persevere with tasks
2. Resilient in the face of adversity
3. Show interest, passion and desire to succeed
4. Prefer to work independently and have a high level of curiosity
5. Participate as best you can in learning
6. Can defend his/her opinion
7. It is not easy to let go of what is believed
8. Enjoys finding and solving problems

In this study, researchers looked for research variables using data collection techniques. Data collection techniques used include observation and interviews to find data on the low learning motivation of fourth grade students towards social studies subjects and research instrument tests in the form of questionnaires . In this study, the questionnaire test serves to measure the results of learning motivation

of control classes and experimental classes before and after *treatment*. After the data met the predetermined prerequisites, the data were analyzed using validity and reliability tests, descriptive analysis tests, normality tests, homogeneity tests, *paired sample tests*, then continued the *N gain score test* which aims to determine the effectiveness of the treatment carried out.

RESULT AND DISCUSSION

This research is an experimental quantitative research used to find the effect of *Flashcard learning model based on Problem Based Learning* on IPAS Learning Motivation of fourth grade students at Citayam 1 State Elementary School, Cipayung District, Depok City. The data collection technique in this study begins with the *product moment* formula validity test and reliability test using SPSS version 26.

Table 3. Test of Validity

statement	r count	< or >	r table (N = 30, α = 0.05)	Description
number 2	0,390			
number 3	0,474			
number 5	0,516			
number 7	0,589			
number 11	0,497			
number 12	0,477	>	0,361	VALID
number 13	0,362			
number 14	0,509			
number 17	0,394			
number 18	0,520			
number 19	0,596			
number 21	0,534			

number 22	0,645
number 24	0,478

The table above shows that r count (correlation coefficient value) on the assessment component (*P*) $1 \text{ to } 14 > r \text{ table}$, so the decision using the *significance level or $\alpha = 5\%$* , the existing questionnaire is *VALID*. Then, the next step is to conduct a reliability test on 14 validstatements.

Table 4. Reliability Test

Cronbach'sAlpha	N of Items
.782	14

The table above shows that the overall r count (*Cronbach alpha*) (0.782) $> r$ table (0.361)which is clarified by the value of *Cronbach alpha* at each assessment point (P1 to P9) $> r \text{ table}$,so the decision using the *significance level or $\alpha = 5\%$* , the existing questionnaire is *RELIABLE(CONSISTENT)*.

After conducting validity and reliability tests, then proceed with conducting descriptivestatistical analysis tests. Descriptive statistical measurements need to be carried out to see a general description of the data, such as the average value (mean), highest (max), lowest (min),and standard deviation of each PBL-based Digital *Flashcard* learning media variable (X) and grade IV IPAS learning motivation (Y) which aims to describe and describe the research data.

Table 3. Descriptive Statistics

No.	Statistics	Statistical Value	
		Experimental Group	Control Group
1.	Number of Students	30	30
2.	The Highest Score	92	87
3.	Lowest Value	78	62

4.	Average Value	84,07	72,03
6.	Mode (Mo)	85	73
7.	Median (Me)	84,5	73
8.	Standard Deviation	3.269	5.599

Based on the table above, it can be concluded that there is a clear difference, seen in the results of student learning motivation in the experimental group and control group. This can be seen in the mean, median and mode values for the experimental group which are higher than the control group. The descriptive statistics table shows that there are 60 students in total, the highest score in the experimental group is 92 while in the control group it is 87, the lowest score in the experimental group is 78 and in the control group it is 62. For the experimental group the average value is 84.07 while in the control group it is 76.70. For the average value, it has an average value of 78.09 while in the control group it is 72.03. The median for the descriptive statistics table is 84.5 for the experimental class and 73 for the control class, the mode is 85 for the experimental class and 73 for the control group. The standard deviation for the experimental class reached 3.269 and for the control group 5.599.

Table 4. Test of Normality

	Group	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
IPAS Learning Motivation Results	Pre Test						
	Experimental Group	0,207	14	0,108	0,907	14	0,143
	Post Test						
	Experimental Group	0,121	14	0,200	0,979	14	0,969
	Pre Test Control Group	0,258	14	0,012	0,874	14	0,348

Post Test						
Control Group	0,181	14	0,200	0,949	14	0,548

Based on the *output* above, it is known that the significance value (Sig) for all data bothin the Kolmogorov-Smirnov test and the Shapiro-Wilk test> **0.05**. Data calculations use the shapiro-wilk test because the number of samples studied is small. Therefore, it can beconcluded that the research data is normally distributed. This is stated in accordance with the Kolmogorov-smirnov test decision which states that if the significance value is> 0.05 then thedata is **normally** distributed.

Table 5. Test of Paired Sample T

	Mean	N	Std. Deviation	Std. Error Mean
Experiment Pre-Test	67,97	30	6.105	1.115
Experiment Post-Test	84,07	30	3.269	0,597
Control Pre-Test	60,10	30	9.038	1.650
Control Post-Test	72,03	30	5.599	1.022

Based on the table above, we can conclude that the two samples studied, namely the Pre-Test (Experiment and Control) and Post-Test (Experiment and Control) scores. For the Pre-Test value of the Experimental Class, the average value was 67.97 and the Post-Test of the Experimental Class obtained an average value of 84.07. Meanwhile, the Control Class Pre-Testobtained an average value of 60.10 and the Control Class Post-Test obtained an average valueof 72.03. The number of respondents or students used as research samples totaled 60 students (each class totaled 30 students). For the standard deviation value on the Experimental Class Pre-Test, a value of 6.105 was obtained and on the Experimental Class Post-Test a value of 3.269 was obtained. While the standard deviation value on the Control Class Pre-Test obtaineda value of 9.038 and on the Control Class Post-Test obtained a value of 5.599.

Because the average value of the results of students' IPAS learning motivation on the Experiment Pre-Test is $84.07 > \text{Post-Test Control of } 72.03$, then descriptively it can be concluded that there are differences in the results of IPAS learning motivation of grade IV students after different treatments.

Table.6 Test of Homogeneity

	Lavene Statistic	df1	df 2	Sig.
Based on Mean	3.055	1	26	0.092
Based on Median	2.256	1	26	0.145
Based on Median and with adjusted df	2.256	1	18.866	0.150
Based on trimmed mean	2.951	1	26	0.098

1. Based on the output above, it is known that the Significance value (Sig.) Based on Mean is $0.092 > 0.05$ so it can be concluded that the variance of the experimental class Post-test data and the control class Post-test data is the same or HOMOGEN.
2. Thus, one of the requirements (not absolute) of the independent sample t test has been met.

Table.7 Independent Sample Test Result

t-test for Equality of Means

		Lavene's Test for Equality of Variances						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2 - tailed)	Mean Difference	Std. Error Difference	Lower Upper
Learning Motivation Results	Equal variances assumed	3.055	0,092	8.333	26	0.000	13.143	1.577	9.901 16.385
	Equal variances			8.333	20.211	0.000	13.143	1.577	9.855 16.431
not assumed									

Based on the table above, the Sig. (2-tailed) of 0.000 <0.05, it can be concluded that there is an average difference in the results of student learning motivation between Problem Based Learning Flashcard learning media and Interactive PowerPoint learning media in learning IPAS grade IV material Needs.

CONCLUSION

The results of this study show that student learning motivation has increased after using *Problem Based Learning Digital Flashcard learning* media. The results of this study are also supported by research that says that learning motivation can be increased by using *Flashcard* learning media. Based on the results of research conducted by Dwi Febriani Prayitno, Candra Dewi, and Ellys Marsina in the year (2023) it was concluded that the *Inside Outside Circle* (IOC) learning model combined with *flashcard learning* media offers communication-oriented learning between students to exchange information so as to improve communication skills and increase curiosity. We can understand that the research has fulfilled several indicators of learning motivation. Thus, it can be concluded that flashcards are proven to be able to increase student learning motivation.

However, based on research conducted by Puspa Wigati, Asep Nursangaji, Dede Suratman, Edi Yusmin, and Dian Ahmad in 2023, it was concluded that the

use of digital learning media had no positive effect at the elementary school level. However, if the use of digital learning media such as digital *flashcards* has a positive influence at the junior high school level. Based on this statement, it can be concluded that the results of learning motivation of elementary school students cannot be supported by PBL-based digital *flashcard* media. For this reason, it was found that the results of the meta-analysis of Puspa Wigati's (et al) research showed that overall the use of digital-based media, one of which is digital *flashcards*, has a large negative effect insignificantly on the results of student learning motivation. Therefore, the results of the previously desired research hypothesis cannot be accepted.

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