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Development of History Documentary Learning Media (VIDORA) on the '45 Struggle Monument in Gresik to Enhance Learning Motivation and Student Learning Outcomes in Class XI at Amanatul Ummah Senior High School, Surabaya

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Abstract Ideal history learning is not merely about the process of transferring ideas or knowledge, which students then memorize. Rather, it involves a process of maturation for students to understand identity, self-awareness, and national character through the historical understanding that has been taught. This research has a general goal to produce VIDORA with a local history theme for the 11th-grade Indonesian history subject. The next goal is to improve learning outcomes and learning motivation in 11th-grade history learning at MA Amanatul Ummah. This research uses the ADDIE research model. Based on the research results, it is concluded that VIDORA is highly suitable for use as teaching materials in Indonesian history learning. Based on the research results in schools, there is an increase in learning outcomes from an average of 57.24 to 90.17. This indicates that all students have achieved mastery. Based on the results of the learning motivation questionnaire, a percentage of 82.21% was obtained.

Keywords: instructional media, documentary videos, VIDORA, learning outcomes, learning motivation

Abstrak Pembelajaran sejarah yang ideal adalah pembelajaran sejarah yang tidak hanya menghadirkan sebuah proses transfer ide atau pengetahuan, lalu kemudian dihafalkan oleh siswa. Namun lebih kepada adanya sebuah proses pendewasaan siswa untuk memahami identitas, jati diri dan kepribadian bangsa melalui pemahaman sejarah yang telah diajarkan. Penelitian ini memiliki tujuan umum untuk menghasilkan VIDORA dengan tema sejarah lokal untuk kelas XI matapelajaran sejarah Indonesia. Tujuan selanjutnya adalah untuk meningkatkan hasil belajar dan motivasi belajar dalam pembelajaran sejarah kelas XI MA Amanatul Ummah. Penelitian ini menggunakan model penelitian ADDIE. Berdasarkan hasil penelitian didapatkan kesimpulan bahwa VIDORA sangat layak untuk digunakan sebagai bahan ajar dalam pembelajaran sejarah Indonesia. Berdasarkan hasil penelitian di sekolah terdapat kenaikan hasil belajar dari rata-rata yang sebelumnya 57,24 menjadi 90,17. Hal ini menunjukkan bahwa semua peserta didik mengalami ketuntasan. Berdasarkan hasil angket motivasi belajar, memperoleh persentase sebesar 82,21%.

Kata kunci : media pembelajaran, video dokumenter, VIDORA, hasil belajar, motivasi belajar



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INTRODUCTION

History is one of the subjects taught in educational institutions from elementary school to high school. The subject of history is crucial to be taught in schools. Hasan (2012) explains that the material of history contains the introduction of the values of the nation that were fought for in the past, maintained, and adjusted for current life, and further developed for future life. Sayono (2013) explains that the history subject plays a significant role in shaping the nation's character and fostering nationalistic attitudes and love for the homeland.

The subject of Indonesian history is one of the subjects taught in the 2013 Curriculum. Agustien et al., (2018) explains that the subject of Indonesian history in the 2013 Curriculum is one of the compulsory subjects in Group A, which is given at the secondary education level (SMA/MA and SMK/MAK). The subject of Indonesian history is equally important compared to other subjects, so that any department in high school (SMA/MA/SMK) will always encounter this subject. Ideal history learning is not merely about the process of transferring ideas or knowledge, which is then memorized by students. Rather, it involves a process of maturation for students to understand the identity, self-awareness, and national character through the historical understanding that has been taught (Susanto, 2014).

On July 18, 2022, until August 6, 2022, the researcher conducted preliminary observations at SMA Amanatul Ummah Surabaya. Based on the initial observations, the researcher found several potentials related to this research. The first potential is that SMA Amanatul Ummah Surabaya implements a ban on bringing mobile phones to school. This poses a challenge for teachers to create engaging learning experiences. The facilities available at the school are adequate if using an LCD projector as a teaching tool. This tool can be utilized to its fullest extent so that students are not left behind with various developing information and technologies.

The second potential is that SMA Amanatul Ummah Surabaya strongly supports the development and innovation in learning. The latest learning media is considered as an option for conducting learning activities. Learning media such as videos displayed on the projector screen are expected to be one of the alternative methods for history learning. The videos presented are not ordinary videos but documentary videos that contain different materials, specifically about the History of the '45 Struggle Monument in Gresik.

In addition to the aforementioned potentials, there are several factual findings in the field that strengthen the basis of this development research. Firstly, there is a lack of variety in learning media used in teaching. In the process of teaching Indonesian history, only the Indonesian History textbook is utilized. Moreover, the availability of these textbooks is limited, and students are not allowed to take them home. Formwalt (2002) explains that excessive reliance on history textbooks tends to be boring and dull. There is a need for other enjoyable learning resources to

be incorporated. According to the research findings of Setiyaningsih (2020), the use of various learning media can stimulate students' interest in learning. Maryani & Sopiansah (2019) explain that the empirical use of learning media has been proven to enhance students' learning interest.

Along with the advancement of technology, there has been significant progress in the field of learning media. This progress can be seen through various forms of learning media with attractive designs. The increasing variety of learning media can assist and facilitate teachers in selecting suitable learning media to help achieve learning objectives. Ahmad & Mustika (2021) explain that learning media can facilitate communication between teachers and students, aid in understanding the material, and achieve learning objectives. Isnaeni & Hidayah (2020) similarly emphasize in their research findings that learning media is a crucial element in achieving learning objectives.

The second finding is the lack of motivation in learning history. This issue is a continuation of the first problem. The lack of variety in learning media causes students to rely solely on textbooks and teacher explanations. Teachers at SMA Amanatul Ummah Surabaya rarely use different learning media in each lesson. This situation leads to a lack of motivation among students in learning history. Dewi et al. (2018) explain that low motivation in learning history can cause students to only focus on certain subjects based on their interests. Students with high motivation will pay attention and be able to actively engage in the learning process. Suryani & Lestari (2019) through their research findings explain that student learning motivation can be increased by using various learning media. Therefore, the implementation of effective learning media is necessary to increase students' learning motivation.

The third fact is the tendency of low learning outcomes in history. This issue is caused by the low motivation of students at SMA Amanatul Ummah in learning history. It's difficult for students to study diligently if their motivation to learn history is low or nonexistent. Sulfemi (2018) explains that low learning outcomes can indicate poor student learning performance. Therefore, students need to be stimulated to increase their learning motivation and subsequently improve their learning outcomes. Saputri et al. (2021) in their research explain that through learning media, learning motivation, and student learning outcomes can be enhanced.

The fourth finding in history teaching is the lack of development in the presented material, especially regarding local history. Upon examination, local history can be the key to making history learning more engaging. Students can directly learn from events that have occurred in their surroundings. Sayono (2013) states that history teaching is a gateway to learning and discovering the wisdom behind what has happened.

Based on the potentials and factual findings above, the researcher sees that there is a need for innovation in the appearance and variety of learning media used. Engaging and previously unstructured learning media will address the existing issues. The researcher proposes a solution

by developing a product in the form of a documentary video learning media on the history of the "Sejarah Monumen Perjuangan '45 Gresik" (VIDORA). The reason for developing this product is that, according to Ardiansyah et al. (2016), in the history teaching process, a creative approach is needed, which involves presenting or providing something new to students so that they become interested and find it easier to understand the subject matter.

Reasons why the researcher developed VIDORA in the form of a documentary video are because it incorporates audio and visual elements, allowing students to witness real actions depicted in the media. Documentary videos fall under the category of instructional videos, which can stimulate students' learning motivation. According to Mahadewi cited in Wisada et al. (2019:141-142), instructional videos are used as a medium to stimulate students' minds, feelings, and willingness to learn through the presentation of ideas, messages, and information in an audiovisual format. Hoage cited in Boadu (2015) explains that teaching about the past can be enhanced through careful and meaningful integration of sound and images from video tapes, films, film strips, and visits to historical sites. Formwalt (2002) also explains that films are an effective way to capture students' attention and assist teachers in conveying a deeper understanding of the historical periods being taught.

The material "History of the '45 Struggle Monument in Gresik" is related to Basic Competence (KD) 3.11, which involves analyzing the strategies and forms of Indonesia's struggle efforts in defending independence from the threats of the Allies and the Dutch. This material is associated with the events of the revolutionary period that occurred in Gresik Regency, namely the battle of the BKR/TKR fighters against Allied forces in 1945 in an effort to defend independence. This material is utilized in learning media and is considered important to be studied due to the school's location in Surabaya City. Surabaya City was once part of the Surabaya Residency along with Gresik Regency, Sidoarjo, Mojokerto Regency, Mojokerto City, and Jombang Regency. The struggle in 1945 in Gresik is still related to the events of November 10, 1945, in Surabaya. By presenting this material, students can gain new knowledge about the Indonesian people's struggle in various regions, thereby expanding their insights. Formwalt (2002) explains that some historical developments would make more sense if students could see their local manifestations. Furthermore, the objectives of discussing this material are for students to learn about local history and draw lessons from it, as well as for the younger generation to preserve the historical memory that once existed.

There are several studies related to documentary videos, motivation, and learning outcomes. Firstly, a study conducted by Salsabila Farah Haviandra & Kusnul Khotimah (2022) titled "The Effect of Local Content Documentary Videos Based on Vlogs on IPS Learning Motivation." This study showed a significant influence between local content documentary videos

based on vlogs and students' learning motivation. It proves that documentary videos can enhance students' learning motivation.

Secondly, a study by Ketut Agustini (2020) titled "Development of Learning Videos to Improve Student Learning Motivation Using the R&D Model." In this research, learning using video-based learning media greatly helps students in understanding the material easily. This study also proved that using video learning media is more effective in increasing students' learning motivation.

Thirdly, a study by Umi Erniasih, Suwito Eko Pramono, and Atno (2018) titled "Difference in Learning Outcomes Using Educational Video Media and Documentary Video Media in History Learning at SMAN 12 Semarang Academic Year 2017/2018." This study found that there was a difference in learning outcomes from using two different media. Student learning outcomes when using educational video media were higher compared to using documentary video media.

Fourthly, a study by Angga Pradana, Suwito Eko Pramono, and Atno (2017) titled "Development of History Learning Media Using Documentary Videos with the Subtheme of the Battle of Palagan Ambarawa in Class XI SMAN 1 Ambarawa." This study focused on the development of documentary videos, which initially were just ordinary videos, into systematic documentary video media according to the material flow.

Lastly, a study by Alian Sair & Rina Nurjanah (2016) titled "Application of Documentary Video Learning Media on Student Motivation and Learning Outcomes in History Subjects for Grade XII at SMA YKPP Pendopo." This study showed that documentary video learning media has an influence on students' learning outcomes. This is because the use of this media successfully motivates students by depicting the past as clearly as possible.

Perbedaan penelitian ini dengan penelitian sebelumnya terdapat pada video dokumenter yang disusun dengan materi berbeda. Materi "Sejarah Monumen Perjuangan '45 Gresik" tidak dibahas secara jelas di sekolah. Maka dengan adanya penelitian dan pengembangan ini materi tersebut dapat dipelajari di sekolah dan siswa mengetahui korelasinya dengan sejarah nasional.

Melalui penelitian ini diharapkan dapat membantu siswa agar lebih mudah memahami materi yang disajikan dalam bentuk video dokumenter sejarah. Penelitian ini juga diharapkan dapat menambah motivasi siswa untuk mempelajari sejarah Indonesia serta dapat meningkatkan hasil belajar siswa. Hasil dari penelitian ini diharapkan dapat memotivasi para guru sejarah Indonesia untuk menyalurkan kreativitasnya dengan membuat atau mengembangkan media pembelajaran sendiri sesuai dengan kondisi yang ada.

The difference between this study and previous research lies in the documentary video content. The material "History of the '45 Struggle Monument in Gresik" is not clearly addressed in schools. Therefore, through this research and development, this material can be studied in schools and students can understand its correlation with national history.

Through this research, it is hoped that students will find it easier to understand the material presented in the form of a historical documentary video. This study also aims to increase students' motivation to learn Indonesian history and improve their learning outcomes. The results of this research are expected to motivate Indonesian history teachers to channel their creativity by creating or developing their own learning media according to the existing conditions.

METHOD

The research model used by the researcher is the research and development method. The focus of this research is to develop teaching materials, specifically VIDORA "History of the '45 Struggle Monument in Gresik". In this development research, the researcher applies the ADDIE model (Analyze, Design, Development, Implement, Evaluate) developed Branch (2009). The ADDIE model is a systematic model, and therefore, it is used in this research as it systematically relies on theoretical learning design. The development of this model is conducted programmatically, and the research steps are structured as an effort to solve learning problems related to teaching materials that are relevant to the needs and characteristics of students.

The test subjects in the development of these teaching materials include subject matter experts and media experts. The test subjects not only consist of subject matter expert lecturers and media expert lecturers but also students who are also test subjects. Formative evaluation subjects are six students from class XI SMA Amanatul Ummah Surabaya who are randomly selected. The selection of these six individuals is considered representative of the 30 class members chosen. Summative evaluation subjects are all students of class XI SMA Amanatul Ummah Surabaya.

The types of data produced from this development are quantitative and qualitative. Quantitative data are scores obtained from questionnaires answered by media experts, subject matter experts, and students during testing, as well as students' scores before and after testing with the application of teaching materials. Qualitative data come from notes in the comment columns by media experts, subject matter experts, and students during testing.

The instruments used by the researcher to collect data are validation questionnaires for subject matter experts and media experts, the practicality of teaching materials, and the learning motivation of the students. The data analysis technique used in the development of this product employs quantitative and qualitative data analysis. Quantitative data analysis is used to analyze questionnaire data obtained from subject matter experts, media experts, and students. Qualitative data analysis is derived from the critical analysis and suggestions provided by subject matter expert validators, media expert validators, and students.

RESULT AND DISCUSSION

Based on the validation data analysis by the subject matter expert, Dr. Daya Negri Wiajaya, S.Pd, M.A., a total score given by the subject matter validator ($\sum X$) is 37, while the maximum score that can be given ($\sum Xi$) is 40. Thus, an average percentage of 92.50% is obtained. This percentage comes from 10 question items, with 7 questions receiving a score of 4 and 3 questions receiving a score of 3. The total percentage from the subject matter expert validation data of 92.50% is categorized as highly valid, indicating that the historical documentary video learning media (VIDORA) on the "History of the '45 Struggle Monument in Gresik" is highly valid for use as a learning media in the Indonesian history subject. However, there are some aspects that need revision, such as the addition of literature, such as contemporary newspapers, the use of foreign vocabulary other than Indonesian printed in italics, and the material can be packaged in a language that is more student-friendly.

Based on the validation data analysis by the media expert, Dr. Nur Wahyu Rochmadi, M.Pd., M.Si., a total score given by the media expert validator ($\sum X$) is 39, while the maximum score that can be given ($\sum Xi$) is 40. Thus, an average percentage of 97.5% is obtained. This percentage comes from 10 question items, with 4 questions receiving a score of 4 and 6 questions receiving a score of 3. The total percentage from the media expert validation data of 97.5% is categorized as highly valid, indicating that the historical documentary video learning media (VIDORA) on the "History of the '45 Struggle Monument in Gresik" is highly valid for use as teaching material in the Indonesian history subject, with the correction being the presentation of the video in chronological order based on the data of the events.

A small group trial was conducted on the historical documentary video learning media (VIDORA) on the "History of the '45 Struggle Monument in Gresik" with six student respondents. Through the evaluation of this small group, a total score ($\sum X$) of 286 and a maximum score ($\sum Xi$) of 312 were obtained, resulting in an average percentage of 91.67% (see Table 4.4). Based on the achievement level conversion table, the historical documentary video learning media (VIDORA) on the "History of the '45 Struggle Monument in Gresik" is categorized as practical for use as a learning media in the Indonesian history subject.

A large group trial based on the questionnaire of the historical documentary video learning media (VIDORA) on the "History of the '45 Struggle Monument in Gresik" was conducted in class X1 SMA Amanatul Ummah with a total of 29 student respondents. Through the results of the questionnaire from this large group trial, a total score ($\sum X$) of 1358 and a maximum score ($\sum Xi$) of 1508 were obtained, resulting in an average percentage of 90.05%. Based on the achievement level conversion table, the historical documentary video learning media (VIDORA) on the "History of the '45 Struggle Monument in Gresik" is categorized as practical for use as a learning media in the Indonesian history subject.

Through the results of the pre-test and post-test, there was an average increase in learning outcomes from 57.24 to 90.17. The data obtained during the pre-test showed that no students achieved mastery or scored below the Minimum Mastery Criteria (KKM) (<85). However, during the post-test, the percentage of mastery reached 100%, indicating that all students successfully mastered the material and achieved scores above the Minimum Mastery Criteria (KKM) (>85). The student motivation data, on the other hand, stands at a percentage of 82.21%.

CONCLUSION

The product resulting from this research is a historical documentary video learning media (VIDORA) on the topic of the History of the '45 Struggle Monument in Gresik. This video learning media product has been developed by several researchers before, but the researcher has developed a different learning media product compared to the previous researchers. The learning material product developed by the researcher is a historical documentary video learning media (VIDORA) on the topic of the History of the '45 Struggle Monument in Gresik.

The VIDORA product is a historical documentary video learning media created using Adobe Premiere and Adobe After Effects. This VIDORA product is developed to facilitate students in learning local history. Gerlach and Ely in Arsyad (2005) explain that learning media are graphic, photographic, or electronic tools for capturing, processing, and rearranging visual or verbal information. VIDORA discusses the History of the '45 Struggle Monument in Gresik, which is tailored to the basic competencies of Indonesian history subjects at the high school level. The material in this LEKER SIRA learning material is related to basic competency 3.11, which is analyzing the strategies and forms of Indonesia's struggle to maintain independence from the threats of the Allies and the Dutch.

The historical documentary video learning media (VIDORA) on the topic of the History of the '45 Struggle Monument in Gresik has gone through several stages, namely expert validation, formative evaluation, and summative evaluation. The expert validation stage was conducted by expert material validators and media validators. In this stage, the historical documentary video learning media product (VIDORA) on the topic of the History of the '45 Struggle Monument in Gresik obtained a percentage of 92.5% for material validation. This result is due to the presence of new material related to the historical background of Gresik. The history of Gresik does not appear in history textbooks. This material is also very important to be learned as it is related to the November 10, 1945 battle in Surabaya. The total percentage of the material expert validation data is categorized as very valid.

In the media validation stage, a percentage of 97.5% was obtained. This was achieved due to the presentation of local history material with attractive video packaging. In addition, VIDORA

can be operated easily. Therefore, this learning material can be said to be very valid for proceeding to the next stage with revisions.

The next stage is a small group trial with 6 student respondents. Based on the results of the small group trial, the historical documentary video learning media (VIDORA) on the topic of the History of the '45 Struggle Monument in Gresik obtained a percentage of 91.67%. This score emerged because the small number of students created a conducive learning atmosphere with full concentration.

The next stage is a large group trial with 29 student respondents. Based on the results of the large group trial questionnaire, the historical documentary video learning media (VIDORA) on the topic of the History of the '45 Struggle Monument in Gresik obtained a percentage of 90.05%. This percentage is much smaller than the small group trial due to the influence of the facilities available at the school during the trial. The larger number of students also affected the percentage of trial results because the classroom atmosphere could not be fully focused.

Meanwhile, based on the effectiveness of the learning material, an average increase in learning outcomes was obtained from 57.24 to 90.17. This increase in learning outcomes is influenced by the novelty of the material and media used. This indicates that all students have achieved mastery. Furthermore, based on the motivation questionnaire results, a percentage of 82.21% was obtained, which falls into the category of very high motivation. This is because of the high desire and willingness to succeed, hopes and aspirations for the future, and high appreciation for learning.

In conclusion, the historical documentary video learning media (VIDORA) on the topic of the History of the '45 Struggle Monument in Gresik becomes an alternative new learning media and supporting material for textbooks in Indonesian history education. VIDORA learning media adds variety to the learning media used, as previously only textbooks were used for learning Indonesian history. The material presented in VIDORA, which is about the History of the '45 Struggle Monument in Gresik, serves as a means for students to gain knowledge about local history. Formative and summative evaluations show that it is highly valid and suitable for use as Indonesian history learning media. Moreover, VIDORA can be categorized as achieving its effectiveness as a learning media for Indonesian history subjects. This is evidenced by the increase in students' learning outcomes above the minimum mastery criteria. VIDORA also proves to motivate students to continue learning to achieve their desires and aspirations for the future. Thus, the goals of this research and development have been achieved.

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