



The Level of Understanding of Elementary Students in Terms of Learning Methods and Students' Learning Motivation

Moch. Bahak Udin By Arifin^{1*}, Nurdyansyah², Normadiyah Binti Daud³, Soraya Nur Faizah Riyanto⁴

^{1,2,4} Universitas Muhammadiyah Sidoarjo, Indonesia

³ Universiti Sultan Zainal Abidin, Terengganu, Malaysia

OPEN ACCESS

ISSN 2579-5813 (online)

Edited by:

Tariq Mahmood Kahn

Reviewed by:

M. Borhanden Musah

Praharisti Kurniasari

**Correspondence:*

Moch. Bahak Udin By Arifin

bahak.udin@umsida.ac.id

Received: 20 April 2025

Accepted: 29 April 2025

Published: 30 April 2025

Citation:

Moch. Bahak Udin By

Arifin, Nurdyansyah,

Normadiyah Binti Daud,

Soraya Nur Faizah

Riyanto (2025)

*The Level of Understanding of
Elementary Students in Terms of
Learning Methods and Students' Learning
Motivation. 9:1.*

doi:

10.21070 / madrosatuna. v9i1.1637

This study determined and analyzed the effect of learning methods and motivation to learn students on students' level of understanding at Hidayatul Muftadi'en elementary school students, Kedungwaru, Tulungagung. The type of research used quantitative method with data collection technique used questionnaire and documentation. Data analysis techniques using simple correlation tests and multiple regression tests. The population of this study was Hidayatul Muftadi' en Elementary School students. The result of this study shows: 1) there is an influence between learning methods to students' level of understanding. So using the correct learning methods can increase the student's level of understanding. 2) there is an influence between motivation to learn and students' understanding level. So teachers as parents at school can give the spirit and motivation to learn that makes the students active in learning and know the direction of learning so that it can reach the optimal learning outcomes. 3) there is an influence between learning methods and motivation to learn to students' level of understanding. So that can be concluded learning methods and motivation to learn to have an important role in students' level of understanding in the learning process.

Keywords: Elementary Students' Level of Understanding; Learning Methods; Students' Learning Motivation.

INTRODUCTION

Education is one of the efforts to improve the quality of human resources. The national education law of the Republic of Indonesia states that; national education aims to educate the nation's life and develop the country as a whole (Baharun & Zulfaizah, 2018). Education must be carried out systematically for the goals of education to be achieved. Education is related to ethics, morals, and the formation of one's character or personality (Sahroni, 2017). The role of a teacher is needed so that educational goals can be carried out correctly (Lestari & Lestari, 2022; Prasetyo et al., 2019). Teachers are professional educators with the main task of educating, teaching, guiding, training, directing, assessing, and evaluating according to the level of education as stated in Article 1 Paragraph (1) of Law No. 14 of 2012 concerning Teachers and Lecturers. Several elements in education include students as students, educational interactions between educators and students, the existence of learning materials contained in the curriculum, learning tools and methods, and evaluation and educational goals.

A person can be said to be successful in learning if he experiences changes in his thinking abilities, skills, and changes in behavior. Good learning outcomes are the goal of the student learning process at school. One of the efforts the teacher can make to achieve good learning outcomes is using appropriate learning methods. Teachers must be good at choosing and using efficient learning methods. The selection and use of methods in learning activities are essential for educators to support achieving learning objectives on target (Putri & Arifin, 2022; Wibowo, 2019). Good and quality learning outcomes require the teacher to apply learning methods that suit the needs and conditions of students in the classroom. Teachers must be able to manage the learning process from the material presented so that the expected output and input from the learning process can be achieved (Mubaidilla & Ainiyah, 2022; Muskania et al., 2019; Muthmainnah & Budiyo, 2022)

In the learning process, three essential aspects are related to one another. These three essential aspects include the learning materials taught, the material learning process, and the learning process results (Hidayat A et al., 2020; Lestari & Lestari, 2022). In connection with the learning process being studied, it was found that so far, at SDS Hidayatul Muftadi'en Tulungagung, teachers teach using relatively conventional methods. It can be interpreted that the learning process is carried out by conveying, memorizing, and practicing. For some students, it feels boring because the learning method used is monotonous and keeps repeating every day (Agustin et al., 2024; Khosiah et al., 2024). Not infrequently, but also with the reason of pursuing curriculum targets, students are burdened with so much material without knowing whether students understand each material being taught. A monotonous learning atmosphere can make students feel uncomfortable. As a result, it will affect student learning outcomes that are less than optimal.

The learning process must be carried out using various learning methods that attract students' interest to actively participate in learning activities so that learning does not only go in one direction. Monotonous learning tends to make students feel bored, reducing the enthusiasm of students learning in the classroom. Also, the role of students in the class is only listening and paying attention without understanding any learning material conveyed by the teacher. Using various learning methods that vary and are adapted to the characteristics of students in schools can help achieve learning objectives (Hasanah et al., 2018). Thus the teacher is required to be able to master and apply several learning methods so that they can be used during classroom learning; for example, the teacher can use the lecture method (Preaching Method), skills training method (Drill Method), discussion method (Discussion Method), and also the experimental method (Experimental Method).

These efforts align with the teacher's role in increasing student learning motivation, especially in the classroom, making this a critical task. Teachers must make every effort so that students are motivated and desire to learn (Taqiyah & Arifin, 2024). Learning motivation can be interpreted as a person's encouragement or want to do something to achieve a goal. Learning can run effectively if students have the motivation to learn within themselves. To obtain maximum learning outcomes, students need to make motivation the basis for achieving the expected competencies (Rahman, 2021). With motivation in a person, students will be enthusiastic in their learning activities. The learning success of students is strongly influenced by the motivation that is within them; someone who has high learning motivation will be moved to obtain specific results or goals (Emda, 2018).

Self-motivated students will tend to be enthusiastic when learning. Motivated students will try their best to achieve learning goals. So that it can be said students will feel happy and excited when knowing when they have motivation within themselves. For example, students who are motivated to learn will try to get good grades, be enthusiastic and come to school on time, and pay attention to the teacher's lessons so that they always study even though they are not in the school environment.

Learning motivation can be influenced by two factors, namely intrinsic and extrinsic factors. Intrinsic factors come from within a person, like a person's psychological state, that can affect his spirit or motivation. At the same time, extrinsic factors come from outside or the surrounding environment (Maryanti & Arifin, 2024). One example is family support in providing enthusiasm and encouragement to develop motivation to study hard. Reason cannot arise by itself without encouragement and support from the outside. At school, teachers must be directly involved in motivating students. Stimuli from outside significantly affect the motivation that exists in students, which can influence the emergence of intrinsic motivation in students (Emda, 2018). Both intrinsic and extrinsic factors must be balanced to achieve learning objectives optimally.

Students who have passion and motivation within themselves will know the direction of their learning. Based on the explanation above, learning methods and motivation are interrelated and affect students' understanding of learning activities at school. The level of student understanding can be interpreted as the ability of students to understand the meaning, concepts, or facts they know (Nurdyansyah et al., 2022; Sugiarto et al., 2018). Common understanding will hinder success in understanding the material at the next level, so understanding concepts is fundamental for students (Safitri et al., 2021). so that the teacher can determine the level of student understanding obtained through the results of evaluations or assessments. Some indicators that can

show the level of student understanding include: a) students can recall previously studied material, b) students can answer correctly each question given by the teacher, and c) students can provide an explanation of the answers that have been made.

Understanding can be obtained from the results of the learning process. A quality learning process will produce quality learning outcomes as well. Thus, a teacher must be able to apply learning methods adapted to the classroom conditions to foster a desire or motivation in students. Improving student learning outcomes at school can be enhanced using teachers using appropriate learning methods (Arifin & Lailia, 2022; Kalsum Nasution, 2017). Discrepancies in using learning methods can reduce the quality of the learning process, significantly impacting student interest or motivation in learning in the classroom.

From several previous studies, it can be concluded that no research still examines the relationship between learning methods and student learning motivation on the level of student understanding. So the focus of this research is to find out how much influence learning methods and motivation have on the level of knowledge of elementary school students at SDS Hidayatul Mubtadien Tulungagung.

METHOD

The type of research used in this research is quantitative. Data and information collection techniques were obtained through questionnaires and documentation of students at SDS Hidayatul Mubtadi'en Kedungwaru, Tulungagung.

The data source used in this research is a questionnaire as the primary data created by the researcher to solve the problem being studied. The questionnaire contains several questions and written statements given to respondents, which are answered in writing by the respondents. Questionnaire data from respondents were calculated using a Likert scale of 1-4. At the same time, secondary data is obtained through documentation to solve problems if they still need to be resolved. Documentation is used to obtain original data directly from the sources studied. The data collected from this study consisted of learning methods, learning motivation, and student's level of understanding. Data on learning methods, learning motivation, and students' experience levels were obtained through documentation and questionnaires given to respondents.

The population in this study were SDS Hidayatul Mubtadi'en Tulungagung students (Nisa & Arifin, 2021). The technique for determining the sample in this study uses purposive sampling; namely, the sample taken has specific criteria that have been selected by the researcher (Lenaini, 2021). The sample criteria included in this study were students in grades 4,5,6 SDS Hidayatul Mubtadi'en Tulungagung with an average age of 10-12 years. Based on the survey that had been observed, the researchers chose to use students in grade 4,5,6 as a research sample because high-grade students already had better cognitive abilities compared to students who were still at lower rates.

Data collection techniques in this study were questionnaires and documentation. The questionnaire contains some questions and written statements derived from indicators of learning methods, student learning motivation, and student understanding levels. At the same time, the documentation contains data such as photos, notes, and so on.

The data obtained from the questionnaire was then analyzed and used to answer the problem formulation. The data collected from the questionnaire are tabulated and displayed in tables. Before carrying out simple correlation tests and regression tests, validity and reliability tests were first carried out. The validity test aims to determine the extent to which the studied variable is valid. While the reliability test is used to measure the consistency of a measuring instrument if the measurement is repeated or repeated.

Furthermore, the collected data were analyzed in the SPSS application using a simple correlation and multiple regression tests and then analyzed descriptively. A simple correlation test is used to determine the closeness of the relationship between the two variables and the direction of the relationship. While the multiple regression test is used to determine how much influence the independent variables (X1 and X2) have on the dependent variable (Y).

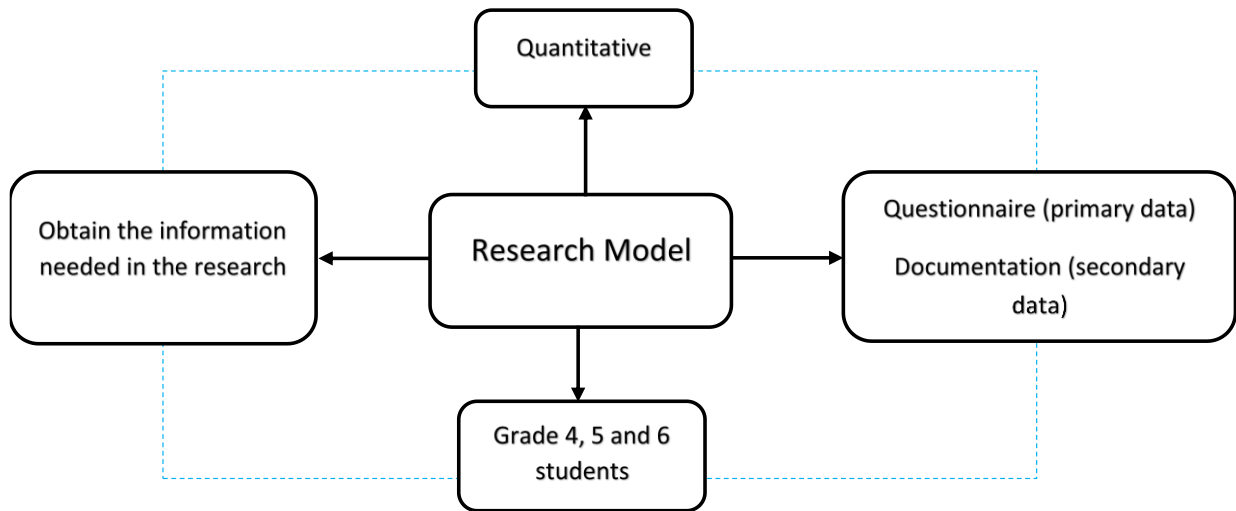


Figure 1. Model research conducted

RESULT AND DISCUSSION

a. Student Understanding Level in terms of Learning Methods

The data obtained from the questionnaire was then analyzed and used to answer the problem formulation. The data collected from the questionnaire are tabulated and displayed in tables. Before carrying out simple correlation tests and regression tests, validity and reliability tests were first carried out. The validity test aims to determine the extent to which the variable being studied is valid. While the reliability test is used to measure the consistency of a measuring instrument if the measurement is repeated or repeated.

Furthermore, the collected data were analyzed in the SPSS application using a simple correlation and multiple regression tests and then analyzed descriptively. A simple correlation test is used to determine the closeness of the relationship between the two variables and the direction of the relationship. While the multiple regression test is used to determine how much influence the independent variables (X1 and X2) have on the dependent variable (Y).

Based on the results of the Pearson correlation test in Table 1, the coefficient results for the output value between the variables of learning methods and students' understanding are 0.618 (0.618 coefficient values close to 1); thus, the variables of learning methods and students' understanding have a very close relationship.

Table 1. Pearson Correlation Test Results for Student Comprehension

	Student Understanding
Learning methods	
Pearson correlation	0.618

. The results of the analysis of Table 2 are the research that has been done (Kalsum Nasution, 2017) and the research that has been done (Yuwanita et al., 2020) shows that learning methods influence students' understanding of school. The selection and use of appropriate learning methods will strongly or moderately influence student learning outcomes at school because each learning method has its advantages and roles when used and adapted to the conditions and needs of students in the classroom. One of the examples in Figure 1 shows that choosing the proper learning method can help students be more active and support their understanding of the learning material taught in class.



Figure 2. Discussion of grade 5 students at SDS Hidayatul Mubtadi'en

b. Student Understanding Level in terms of Learning Motivation

Motivation will be formed because of the desire in a person due to the urge to achieve a goal. Therefore motivation is considered essential for students to foster enthusiasm for learning. At school, the teacher's task is not only to convey the material being taught, but the teacher should also be able to motivate students. For example, for students whose grades are lagging behind other friends, the teacher can provide enthusiasm for learning so that these students have the enthusiasm and desire to learn because the success of students in learning is determined by their motivation in him.

This study uses a correlation test in the form of a Pearson product-moment. Based on the results of the Pearson correlation test in Table 3, it shows that the output value coefficient between the variables of student motivation and understanding is 0.585 (0.585 coefficient value close to 1); thus, the variable of student motivation and understanding has a very close relationship.

Table 2. Hasil Uji Korelasi Pearson Motivasi

	Student Understanding
Motivasi	
Pearson correlation	0.585

Based on Table 4, the significance value obtained between the variables of student motivation and understanding is 0.009; if the significance value is <0.05, the motivational variable (X) has a significant relationship with the student's understanding variable (Y), whereas if the significance value is > 0.05, the variable motivation (X) has no significant relationship to the student's understanding variable (Y). So it can be concluded that there is a significant relationship between motivational variables and student understanding.

Table 3. Value Sign Motivation

	Student Understanding
Motivation	
Sign	0.009

The results of the analysis of Table 4 are the research that has been done (Rahman, 2021) and the research that has been done (Andriani & Rasto, 2019) shows that motivation influences students' understanding at school. Because the higher the motivation that exists in students, the higher their understanding of each learning material. With a significant influence on motivation student understanding, it will increase understanding and achieve maximum learning outcomes. One of the examples in Figure 2 shows that competition activities and giving prizes to winning students can grow to learn motivation as an effort to increase student learning activities at school.



Figure 3. SDS Hidayatul Muftadi'en student competition activities

c. Student Understanding Level in terms of Learning Methods and Student Learning Motivation

Choosing the proper learning method and adapting it to class needs will help students understand the material delivered by the teacher. Students will quickly understand the concept and develop their abilities at school. The level of student understanding or student learning outcomes at school is clear evidence of how teachers can apply appropriate learning methods in the learning process and teacher understanding and skills in using proper techniques in the class.

In addition to selecting appropriate learning methods, students need to be motivated to have a desire to learn. For students to be inspired, they need support and encouragement from the surrounding environment. In addition to the family at home, teachers must encourage students at school. Less motivated students will tend to be more easily bored and indifferent and have no desire to learn. This study uses multiple linear regression tests to answer how much influence the dependent variable has on the independent variable. Table 5 shows that the first output of the independent variables included in the model is the learning method variable and learning motivation. At the same time, the dependent variable is student understanding, where no variable is removed. The regression method used is entered.

Table 4. Independent variable output

Model	Entered variable	Discarded variable	Metode
1	Learning methods, motivation		Enter

From the results of Table 6 from the results of the second output, it is known that the value of R is 0.695 (the value of 0.695 is close to number 1). The correlation relationship between the variables of learning methods and learning motivation on student understanding variables is very close. The magnitude of the influence can be calculated manually using the coefficient of determination formula as follows: $R^2 = 0.483$. Then the calculation results are $R^2 \times 100\% = 0.483 \times 100\% = 48.3\%$; thus, the learning method (X1) and motivation (X2) together influence the student's understanding variable (Y). While the remaining $100\% - 48.3\% = 51.7\%$ is influenced by other factors outside the variables studied.

Table 5. Tabel 6. R Value

Model	R	R Square
1	0.695	0.483

Table 7 shows a value of 0.005 ($0.005 < 0.05$) which means that there is a reciprocal effect between the variables of learning methods and motivation on the variable of student understanding at SDS Hidayatul Muftadi'en Tulungagung. In accordance with the research that has been conducted by Sahrihatin, (Sahrihatin, 2020) hat learning methods and learning motivation together have an influence on student understanding during the learning process.

Table 6. Significance Value

Model	F	Signifikansi
1 Regresi	7.465	0.005

CONCLUSION

The conclusions from the results of this study are, 1) there is a positive influence between learning methods on students' understanding. Based on these results, the teacher should be able to use and apply various learning methods that are appropriate and adapted to the conditions of students in the class so that they can help students understand every material taught by the teacher. 2) there is a positive influence between learning motivation and students' understanding. Based on these results, teachers and parents should work together to motivate students to be passionate about learning. So that learning objectives can be achieved if students have the desire and enthusiasm to learn. 3) there is a mutual influence between learning methods and learning motivation on student understanding which is significant for SDS Hidayatul Mubtadi'en Tulungagung students. So that between learning methods and learning, motivation should be given more attention by all teachers. The school principal is essential in increasing teacher resources as educators and understanding each student's characteristics at school.

REFERENCES

- Agustin, N., Rudianto, R., & Fauziah, R. R. (2024). Application of Case-Based Wordwall Media to Improve Primary School Students' Critical Thinking Abilities Penerapan Media Wordwall Berbasis Kasus Untuk Meningkatkan Kemampuan Berpikir. *8*(2), 73–83. <https://doi.org/10.21070/madrosatuna.v8i2.1622>
- Andriani, R., & Rasto, R. (2019). Motivasi belajar sebagai determinan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, *4*(1), 80. <https://doi.org/10.17509/jpm.v4i1.14958>
- Arifin, M. B. U. B., & Lailia, D. N. (2022). Pengaruh Model Pembelajaran Kooperatif Tipe Talking Stick Terhadap Kemampuan Berpikir Kritis Siswa Kelas 4 Pada Mata Pelajaran Matematika. *20*(1), 105–123.
- Baharun, H., & Zulfaizah. (2018). Revitalisasi pendidikan agama dalam pembentukan karakter peserta didik di madrasah. *Elementary*, *6*(1), 43–62. <https://journal.iainkudus.ac.id/index.php/elementary/article/view/4382>
- Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantania Journal*, *5*(2), 172. <https://doi.org/10.22373/lj.v5i2.2838>
- Hasanah, N., Suryana, Y., & Nugraha, A. (2018). PEDADIDAKTKA: JURNAL ILMIAH PENDIDIKAN GURU SEKOLAH DASAR Pengaruh Metode Eksperimen terhadap Pemahaman Siswa tentang Gaya dapat Mengubah Gerak suatu Benda. *All Rights Reserved*, *5*(1), 127–139. <http://ejournal.upi.edu/index.php/pedadidaktika/index>
- Hidayat A, Sa'diyah M, & Lisnawati S. (2020). Metode Pembelajaran Aktif Dan Kreatif Pada Madrasah Diniyah Takmiliah Di Kota Bogor. *Edukasi Islami: Jurnal Pendidikan Islam*, *9*(01), 73–74. <http://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/639/501>
- Kalsum Nasution, M. (2017). Penggunaan metode pembelajaran dalam peningkatan hasil belajar siswa. *STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan*, *11*(1), 9–16. <https://core.ac.uk/download/pdf/267962028.pdf>
- Khosiah, N., Zainab, S., & Andriani, S. (2024). Degradation of Reading Interest Due to The Influence of Gadgets on Elementary School Students Degradasi Minat Baca Akibat Pengaruh Gadget. *8*(2), 43–50. <https://doi.org/10.21070/madrosatuna.v8i2.1625>
- Lenaini, I. (2021). Teknik Pengambilan Sampel Purposive Dan. *Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah*, *6*(1), 33–39. p-ISSN 2549-7332 %7C e-ISSN 2614-1167%0D
- Lestari, N. S., & Lestari, N. P. (2022). Providing Rewards as a Strategy for Increasing Social Skills for Madrasah Ibtidaiyah Students. *Madrosatuna: Journal of Islamic Elementary School*, *6*(2), 73–82. <https://doi.org/10.21070/madrosatuna.v6i2.1573>
- Maryanti, R. Y., & Arifin, M. B. U. B. (2024). Analysis of Communication Patterns Between Teachers and Students on The Learning Discipline of Madrasah Ibtidaiyah Students. *09*(September).
- Mubaidilla, I. A., & Ainiyah, Z. D. (2022). The Development of Learning Media Based on Islamic Comics in Natural Sciences Force and Motion Material. *Madrosatuna: Journal of Islamic Elementary School*, *6*(2), 83–88. <https://doi.org/10.21070/madrosatuna.v6i2.1574>
- Muskania, R. T., Badariah, S., & Mansur, M. (2019). Pembelajaran Tematik Menggunakan Media Video Scribe Pada Siswa Kelas Iv Sekolah Dasar. *ELEMENTARY: Islamic Teacher Journal*, *7*(1), 75. <https://doi.org/10.21043/elementary.v7i1.4927>
- Muthmainnah, F., & Budiyono, B. (2022). Analysis of Learning Outcomes Module Material for Madrasah Ibtidaiyah Teachers of Teacher Professional Education in Position. *Madrosatuna: Journal of Islamic Elementary School*, *6*(2), 49–57. <https://doi.org/10.21070/madrosatuna.v6i2.1570>
- Nisa, N. H. P. K., & Arifin, M. B. U. B. (2021). Pengaruh Kebiasaan Sarapan Pagi Terhadap Konsentrasi dan Hasil Belajar Bahasa Jawa Kelas 5 MINU Durung Bedug Candi Sidoarjo. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, *21*(2), 152–163.

<https://doi.org/10.30651/didaktis.v2i1i2.7598>

- Nurdyansyah, N., Arifin, M. B. U. B., Rosid, M. A., & Rais, P. (2022). The Development and Effectiveness of Web Based Media Provider Costume by User to Improve Elementary School Students' Understanding. *ELEMENTARY: Islamic Teacher Journal*, 10(2), 339. <https://doi.org/10.21043/elementary.v10i2.16193>
- Prasetyo, D., Marzuki, & Riyanti, D. (2019). Pentingnya Pendidikan Karakter Melalui Keteladanan Guru. 4(1), 19–32. <https://journal.unnes.ac.id/sju/index.php/harmony/article/view/31153/14898>
- Putri, D. N. P., & Arifin, M. B. U. B. (2022). Peran Kinerja Guru Dalam Membentuk Karakter Kerjasama Pada Siswa Kelas IV. *Al-Mada: Jurnal Agama, Sosial, Dan Budaya*, 5(2), 176–189. <https://doi.org/10.31538/almada.v5i2.2517>
- Rahman, S. (2021). Pentingnya motivasi belajar dalam meningkatkan hasil belajar. November, 289–302. <http://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/view/1076/773>
- Safitri, Muharrami, L. K., Hadi, W. P., Yuniasti, A., & Wulandar, R. (2021). Faktor Penting Dalam Pemahaman Konsep Siswa Smp : Two-Tier Test Analysis. 4(1), 46–55. <https://journal.trunojoyo.ac.id/nser/article/download/8150/5891>
- Sahrihatin, M. (2020). Pengaruh Media Pembelajaran dan Motivasi Belajar terhadap Hasil Belajar Menyimak Bahasa Indonesia. *Diskursus: Jurnal Pendidikan Bahasa Indonesia*, 2(03), 235. <https://doi.org/10.30998/diskursus.v2i03.6703>
- Sahroni, D. (2017). Pentingnya Pendidikan Karakter dalam Pembelajaran. *Humaniora*, 4(1), 115–124. <https://media.neliti.com/media/publications/259090-pendidikan-karakter-dan-pembangunan-sumb-e0cflb5a.pdf>
- Sugiarto, R., Nurdyansyah, N., & Rais, P. (2018). Pengembangan Buku Ajar Berbasis Majalah Anak Materi Wudlu Untuk Meningkatkan Pemahaman Siswa. *Halaqa: Islamic Education Journal*, 2(2), 201–212. <https://doi.org/10.21070/halaqa.v2i2.1772>
- Taqiyah, I., & Arifin, M. B. U. B. (2024). Implementasi Media Pembelajaran Monopoli terhadap pemahaman Mufrodat Siswa Kelas X Bilingual Junwangi. *Al-Mi'yar : Jurnal Ilmu Pembelajaran Bahasa Arab Dan Kebahasaaraban*, Vol.7(2), 962–970.
- Wibowo, T. (2019). METODE DISKOVERI TERBIMBING (GUIDED DISCOVERY): Konsep dan Aplikasi dalam Pembelajaran Sains MI/SD. *ELEMENTARY: Islamic Teacher Journal*, 7(1), 55. <https://doi.org/10.21043/elementary.v7i1.4776>
- Yuwanita, I., Dewi, H. I., & Wicaksono, D. (2020). Pengaruh Metode Pembelajaran Dan Gaya Belajar Terhadap Hasil Belajar Ipa. *Instruksional*, 1(2), 152. <https://doi.org/10.24853/instruksional.1.2.152-158>