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The Use of Monopoly Media in Social Students to Improve Motivation and Learning Outcomes of Elementary School Students

Yuli Mulyawati[1], Resyi A Gani[2]

Universitas Pakuan
✉ [1]yuli_mulyawati@unpak.ac.id

Abstract. This study used the Classroom Action Research method which was aimed to know and describe the improving of motivation and learning outcomes through the use of monopolistic media in social studies subjects. The research subjects were 28th grade students of Katulampa 1 Public Elementary School, Bogor Timur subdistrict, Bogor City, totaling 28 students. Data collection techniques through observation, interviews and documentation. Data analysis techniques through qualitative descriptives. Based on the results of data analysis that has been done, the results in the first cycle of learning motivation gained 81 with good interpretation increased in cycle II gained 94 with Very Good interpretation, this shows an increase of 13 points. To improve the learning process in Cycle I, it was scored 87 with Very Good Interpretation and in Cycle II to 95 with Very Good Interpretation showed an increase of 8 points, in Cycle I learning outcomes gained 71% mastery learning with Unfinished interpretation and in Cycle II increased to 89% with Completed Interpretation. Whereas when seen from the average value for cycle 1, it obtained a value of 74 with Good criteria and in cycle II it became 86.5 indicating an increase of 12.5 points. From this study, it can be concluded that the use of monopoly media in social studies subjects can improve motivation and learning outcomes Students in elementary schools.

Keywords: Monopoly, Motivation, Learning Outcomes, Social Studies

INTRODUCTION ~ One factor that is very influential on educational outcomes is learning activities. Learning is basically a process of interaction between teacher and students. In every learning process that takes place there are learning objectives that must be achieved. To achieve the expected goals, there are things that need to be considered in supporting the teaching and learning process such as models, methods, or learning media that are in accordance with the material to be delivered.

In fact social studies education in elementary schools in particular is faced with several problems, such as the media, facilities, and their ineffective application. There are several factors that can make the learning process take place more effectively, one of which is learning media. The use of appropriate learning media will help teachers convey learning or provide reinforcement to the material presented. Gagne (Sadiman, 2009: 6) states that the media are various types of components in the student environment that can stimulate them to learn. Meanwhile Briggs (Sadiman, 2009: 6) believes that the media are all physical tools that can present messages and stimulate students to learn, for example books, films, tapes, and film frames.

Based on interviews and observations conducted by researchers to fifth grade students of SDN Katulampa 1 in 2018/2019 Academic Year, students preferred sports lessons rather than social studies subjects. They prefer sports lessons because it is more fun to play than follow conventional lessons and only accompanied by books. This results in less than maximum motivation and student learning outcomes. Low

motivation is characterized by students not interested in participating in learning, so that results in low student learning outcomes. This is indicated by the number of students who get social studies under the criteria that have been made.

By looking at these problems, if learning does not experience improvement, it will have an impact on students' low social studies knowledge abilities so that efforts are needed to increase motivation. Based on observations, preliminary data, and interview results and related to the theories that have been studied, the application of monopoly media can fulfill all three aspects of learning, namely cognitive, affective, and psychomotor aspects and can create enjoyable learning. Therefore, one way to improve the problem of low motivation and student learning outcomes by using monopoly game media. The basic concept of developing monopoly media refers to the characteristics of elementary school students who still like playing so the teacher must create learning media that is appropriate to the stagestudent development. According to Piaget (Mutiah, 2010: 138) game as a medium that can improve children's cognitive abilities. This is in line with the opinion of Sumayana (2015: 66) which states that, "Games provide space for children to practice the competencies and skills needed in a relaxed and pleasant way". (Arsyad, 2011: 15) argues that the use of instructional media in the teaching and learning process can arouse new desires and interests, as well as generate motivation and stimuli for learning. Students' interest and motivation to learn can be raised with the help of games. The use of games in learning can be an asset in the classroom and develop students' abilities. The use of Monopoly media can also improve learning outcomes this is in line with the results of research from mailani in the journal Handayani PGSD FIP UNIMED which states that learning mathematics using fraction monopoly games can improve the ability of Grade IV students of SDS Inti Nusantara Tebing Tinggi in 2015/2016 Academic Year fractional material. This can be seen from the results of the ability of students from the time before the cycle only 14 students or about 43.7% were able to show the equivalent fractions. After cycle I was given an increase of 25% or students who were able to show fractions that were worth increased to 22 students. The next cycle II was carried out at the end of cycle II carried out tests and observations, out of the 22 students in cycle I who were able to show fractions of value, increased to 29 students or as much as 90.6%. An increase of 46.9% when seen from the pre cycle.

Based on this the researcher is interested in further researching about the use of monopolistic media to increase student motivation and learning outcomes in social studies subjects.

It is expected that with this research a solution in solving problems that occur include: solutions can increase student motivation in the implementation of social

studies learning, find out some of the problems faced in learning in primary schools, equip teachers with various skills such as the use of monopoly media, develop the ability of lecturers in writing research.

This research must be carried out because if left low student motivation will have an impact on classroom situations and conditions so that it will affect student learning achievement , provide alternatives to teachers in teaching material at school using monopoly media so students will be more interested in learning.

METHOD

A. Design and Mechanisms of Classroom Action Research

This research model refers to the implementation process proposed by Kemis and Taggart (1988). This thesis research was conducted with a class action research approach. PTK research cycle design is a conceptual research PTK cycle design. The picture of the class action **implementation cycle can be seen as follows:**

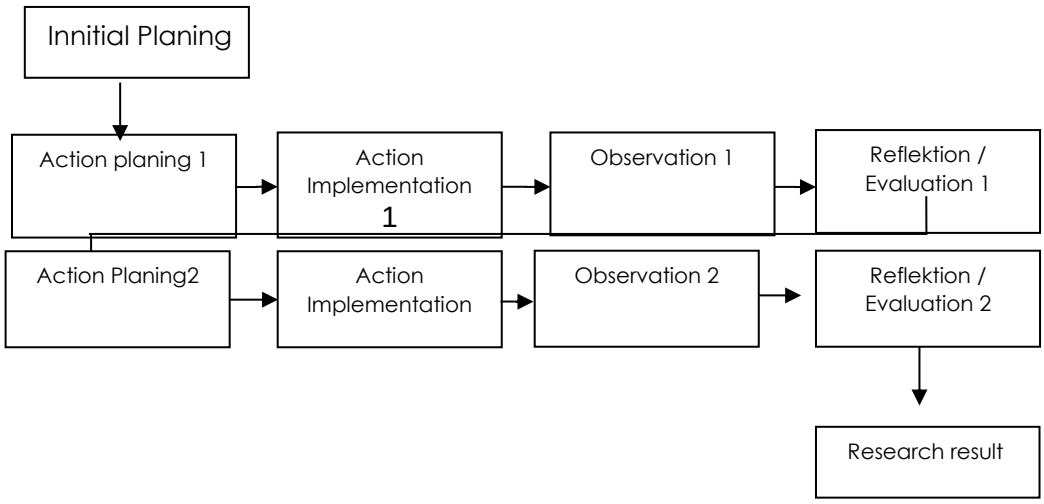

Figure 3.1 Chart of Classroom Action Research Cycle the Kemmis and Taggart Model (1988)

Information:

1. Initial Reflection

   Activity repeat or give a test to find out and get preliminary data before research.

2. Action *Planning* (*Planning*)

   Action planning activities start from preparing learning tools and data collection instruments. In addition, an important thing that must be prepared is the determination of indicators of success achieved in classroom action research.

3. Implementation Measures (*Acting)*

   In the implementation of the action, everything that has been planned is

tried to be carried out with the assistance of an observer. When the implementation of the class action is created as a learning community.

4. Observation *(Observing)*

   Observations were made during the course of the implementation of the action to see the extent to which the effectiveness of the implementation of learning, and also to observe the enthusiasm (behavior) of students during the learning activities.

5. Evaluation / Reflection *(reflecting)*

   Reflection is an activity to critically review all existing data which will produce a change. Based on the results of the teacher's reflection with the collaborator concluded whether the action taken has been able to achieve success of all the indicators specified or not, If not, deficiencies that occur during the first cycle are planned to be corrected in the next cycle.

B. Research Subject, Place and time

This research was conducted in Class V of Katulampa 1 Public Elementary School, Bogor Timur City, Bogor City in Odd semester 2019/2020, namely in July-August 2019.

Table 3.1 Research Implementation 2 cycles

No	Day/ Date	Time	Event Action	amount Student	Information
1	Monday, July 8, 2019	11.00 - 12.00 WIB	Initial Reflection Test	28	Two collaborators
2	Thursday, 18 July 2019	10:00 - 12:30 WIB	Cycle I	28	four collaborators
3	Thursday, August 1, 201	11.00 - 13.00 WIB	Cycle II	28	four collaborators

Data Description Initial Reflection Test Results

Based on observations at Katulampa 1 Primary School, Bogor Timur, Bogor, assisted by grade V teachers, the learning outcomes of aspects of IPS subject knowledge using a range of 0-100 are as follows:

Table 4.1 Summary of Data Completion Learning Outcomes
Early Reflection Test Knowledge Aspects

Mastery learning	Total students	Percentage
Complete	12	40%
Not finished yet	16	60%
amount	28	100%

Based on the table above shows that the learning outcomes aspects of the knowledge of the results of the initial reflection test consisting of 28 students, there are 12 students or 40% who have

reached KKM while those who have not reached KKM 16 students or 60%.

Table 4.2 Frequency Distribution of Results Data

Initial Reflection Test

No	Value Interval	Class Limits	The midpoint	absolute f	f relative (%)
1	53-59	52.5-59.5	56	1	4%
2	60-66	59, 5-66.5	63	1	4%
3	67-73	66.5 to 73.5	70	14	50%
4	74-80	73.5-80.5	77	6	21%
5	81-87	80.5-87.5	84	5	18%
6	88-94	87.5-94.5	91	1	3%
		amount		28	100 %

Based on the table above shows that 53-59 as many as 1 student or 4%. The 60-66 interval is 1 student or 4%, the 67-73 interval is 14 students or 50%, the 74-80 interval is 6 students or 21%, the 81-87 interval is 5 students or 18%, 88-94 is 1 student or 3% . For more details, it will be presented in the diagram below:

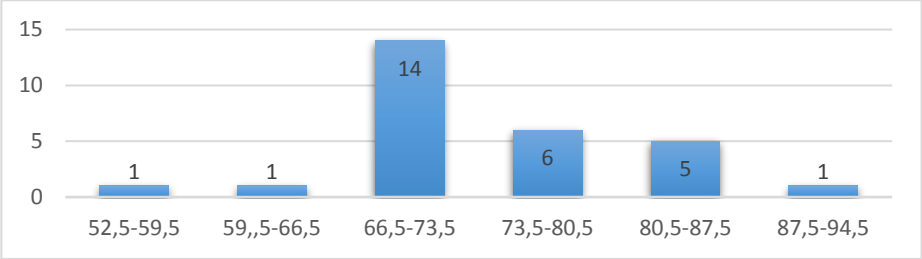

Figure 4. 1 Frequency Bar Diagram of Learning Outcomes Reflection Test

Based on the table above shows that almost most students have not yet reached the KKM in Social Sciences.

RESULTS

a. Cycle I Research Results Data

Implementation Cycle I research was conducted once in a meeting, carried out in class V with a homeroom teacher named Ika Kartika S.Pd. on Thursday, July 18, 2019. Social studies material presented on cultural diversity, ethnicity, customs, airports, ports.

The data obtained from the implementation of Cycle I consisted of an assessment of learning motivation and knowledge in the form of learning outcomes. The data obtained is as follows:

1) Observation Results Data on Student Learning Motivation using Monopoly Media in Cycle 1

Table 4.3 Assessment of Student Learning Motivation with

Using Monopoly Media

No	Collaborator	students diligently working on	Resilient students face learning difficulties	students show interest in the learning process

		assignments		
1	1	77	82	81
2	2	86	77	81
3	3	73	82	85
4	4	89	83	79
amount		325	324	326
Average		81	81	82

Table 4.4 The Average Value of Learning Motivation by Using Monopoly Media

Aspect	**Motivation Assessment**	**Category**
1	81	Very good
2	81	Very good
3	82	Very good
amount	244	
Average	81	Very good

2) Data on Assessment Results of Improvement of Cycle I Learning Process From the observations made by all - four collaborators of the Learning Process Improvement in the class I. cycle assessment of the Learning Process Improvement obtained the following data :

Table 4. 5 Recapitulation of Results of Improvements

Cycle I Learning Process

Collaborator	Value Acquisition	Interpretation
I	89	Very good
II	85	Very good
III	87	Very good
IV	85	Very good
amount	346	-
Average	87	Very good

Table 4. 5 , shows that the Improvement of the Learning Process in the first cycle obtained grades with an average of 87 with very good interpretation . This can be seen from the results of the assessment of collaborator I who gave a value of 89 with a very good interpretation and collaborator II gave a value of 85 , collaborator III, collaborator IV with a very

good interpretation. For more details, you can see in the diagram as follows:

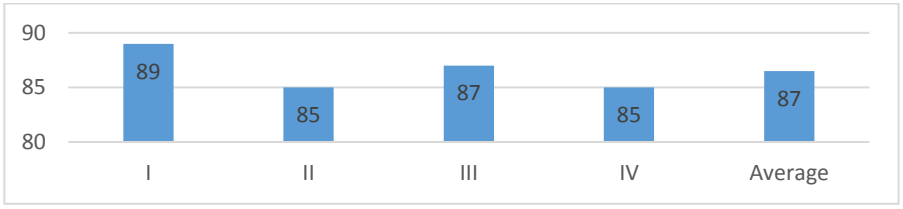

Figure 4. 3 Repair Results Data Bar Diagram Cycle I Learning Process

3) Learning Outcomes of Knowledge Aspects of Cycle I Assessment (test) cycle I was followed by all class students, amounting to 28 students. From the implementation of the first cycle of evaluation through the evaluation of as many as 28 items, then obtained the completeness of the learning outcomes of the first cycle , which is as follows :

Table 4.6 Aspects of Learning Outcomes kognitif Cycle I

Complete Learning Outcomes	Total students	Percentage (%)	KKM Value
Complete	20	71	
Not finished yet	8	29	Highest Value = 95 Lowest Value = 55
amount	28	100	

Based on table 4.6 above, it can be seen that from 28 students who took the first cycle assessment there were 20 students who had reached the minimum completeness criteria (KKM) or 71% complete , while students who had not completed as many as 8 students or 29%, this shows that completeness of learning outcomes classically has not reached the minimum indicator of research success, namely 80 % with KKM of 7 0.

Table 4. 7 Frequency Distribution of Written Learning Outcomes Data

Aspects of Knowledge Cycle I

No	Value Interval	Class Limits	The midpoint	$_{absolute}$ f	f $_{relative}$ (%)
1	55 - 61	54.5-60.5	58	6	21%
2	62 - 68	61.5-67.5	65	3	11%
3	69 - 75	68.5-75.5	72	6	21%
4	76 - 82	75.5-81.5	79	6	21%
5	83-89	82.5-89.5	86	3	11%
6	90 - 96	89.5-96.5	93	4	15%
amount				28	100%

Based on table 4.7 above shows that of the 28 students of class V Elementary School Katulampa 1 District of East Bogor City Bo gor are in the interval 55-6 1 as much as 6 students or 21 , 9%, at intervals of 62-68 as many as three students or 11%,, at intervals of 6 9-75 as 6 students, or 21%, at intervals of 76- 82 as much as 6 students , or 21%, at an interval of 83 - 89 as much as 3 students , or 11%, on a 90-9 interval 6 by 4 students or 15% .

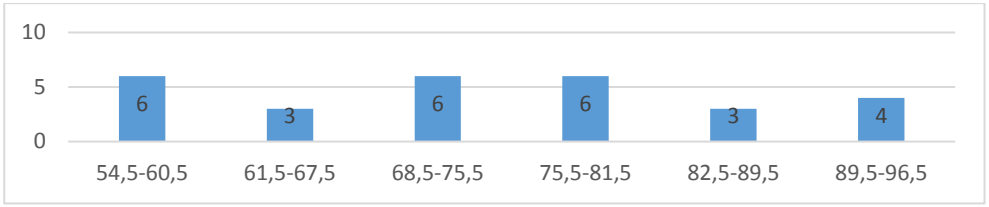

Figure 4.5 Frequency Bar Diagram Student Learning Outcomes Cycle I

Based on Figure 4.5, it can be seen that the acquisition of the highest frequency scores is at intervals of 55-61 consisting of 6 students or 21%; 69-75 which consists of 6 students or 21%, 76-82 which is 6 students or 21%. And the frequency is at least in the 63-68 interval which is 3 students or 11% and the interval 83-89 is 3 students or 11%. This shows that almost some students have not yet reached the Minimum Mastery Criteria (KKM)

Reflection Cycle I

Referring to the observations of the implementation of the first cycle, there are still many causes of students who have not yet reached the completeness criteria. After conducting the discussion, what needs to be improved is as follows:

1) The teacher lacks motivation for students.
2) The teacher lacks the initial knowledge of students in the initial learning activities.
3) Teachers do not respond to students during the learning process.
4) The teacher does not condition students.

Based on the evaluation of student learning outcomes, it is known that completeness of student learning outcomes is 71% classically, indicating that the indicator of research success has not yet reached that is 80%. So, it is recommended to continue the research in cycle II

2. Description of Research Cycle II Data

The second cycle of research action was held once, held on Thursday, August 1, 2019 at 10.00-12.30 WIB. The second cycle research data are:

a. Research Cycle II Data

The second cycle of research was carried out in one meeting, carried out in class V with the homeroom teacher Ika Kartika, S.Pd., on Thursday, August 1, 2019. The material presented

was diversity of flora and fauna in Indonesia. The data obtained from The implementation of Cycle II consists of an assessment of learning motivation and aspects of knowledge.

Table. 4.8 Assessing Learning Motivation with Using Cycle Monopoly Media II

No	Collaborator	students diligently working on assignments	Resilient students face learning difficulties	students show interest in the learning process
1	1	90	93	96
2	2	94	96	93
3	3	90	96	95
4	4	96	91	96
	amount	370	376	380
	Average	93	94	95

Table 4.9 Average Learning Motivation Values with Using Monopoly Media

Aspect	Motivation Assessment	Interpretation
1	93	Very good
2	94	Very good
3	95	Very good
amount	282	
Average	94	Very good

Based on table 4.9 above if it is made in the form of a diagram like the following:

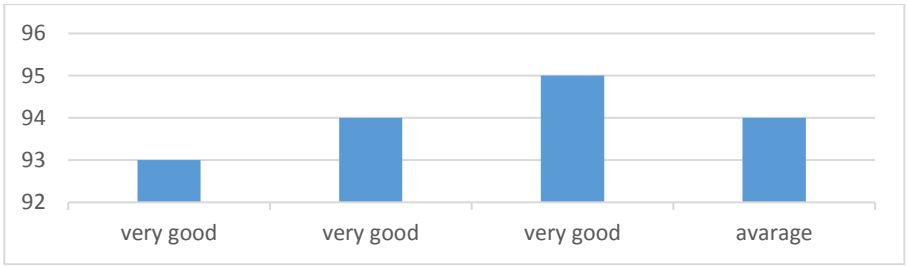

Figure 4.6 Bar Diagram of Learning Motivation Assessment Using Monopoly Media

Based on Figure 4.6 shows that the evaluation of learning motivation for Aspect 1 is 93 with very good interpretation, the evaluation of learning motivation for Aspect 2 is 94 with very good interpretation, and the evaluation of learning motivation for Aspect 3 is 95 with very good interpretation, and if it is flat - even of the three aspects obtained a value of 94 with a very good interpretation

1) Data on Assessment Results of Improvement of Cycle Learning Process II

From the observations made by the two collaborators on Improving the Learning Process in the classroom in cycle II. Data from the Learning Process Improvement assessment results obtained data as follows:

Table 4. 10 Data Recapitulation of Results of Improvement of Cycle Learning Process

Collaborator	Value Acquisition	Interpretation
I	95	very good.
II	95	very good.
III	94	very good.
IV	96	very good.
amount	190	-
Average	95	very good.

Table 4. 10 , shows that the Learning Process Improvement in the first cycle I obtained a value of an average of 95 with a very good interpretation . This can be seen from the results of the assessment of collaborator I who gave a value of 95 with a very good interpretation, collaborator II gave a value of 94 with a very good interpretation, collaborator II gave a value of 95 with a very good interpretation. For more details, you can see in the graph as follows:

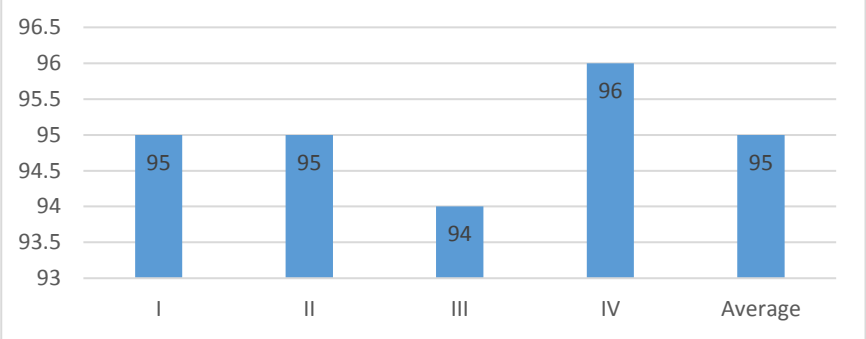

Figure 4. 7 Repair Results Data Bar Diagram Cycle I Learning Process I

The picture above shows that the improvement of the second cycle learning process obtained a score of 95, including an excellent interpretation.

2) Learning Outcomes Data Aspect Knowledge Cycle I I

The first cycle of assessment (test) I was attended by all 28 students. From the implementation of the first cycle assessment I through the evaluation questions as many as 22 items, then obtained the completeness of the learning outcomes of the second cycle, namely as follows:

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Table 4.12 Aspects of Learning Outcomes Pengetahuan Cycle I I

Complete Learning Outcomes	Total students	Percentage (%)	KKM Value
Complete	25	89%	Highest Value = 100 The Lowest Value = 56
Not finished yet	3	11%	
amount	28	100%	

Based on the table above it can be seen that of the 28 students who took the first cycle assessment there were 2 3 students who had reached the minimum completeness criteria (KKM) or as much as 8 2 % completeness , while students who were not yet complete were 5 students or 18%, this shows that the mastery of learning outcomes classically has reached a minimum indicator of research success, namely 80 % with KKM of 7 0. The data can be clarified with the following bar diagram :

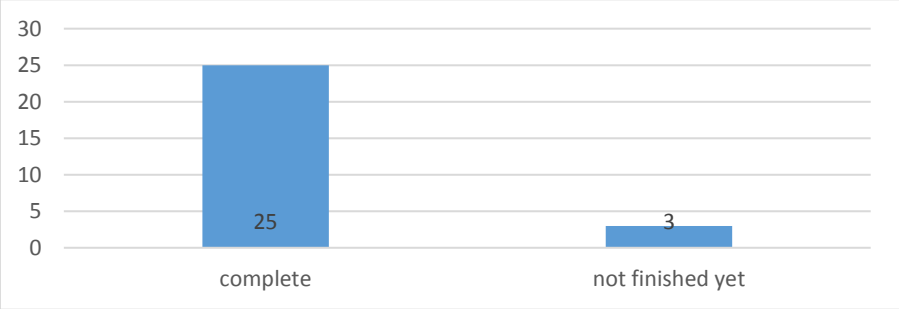

Figure 4. 8 Completion Bar Chart of Learning Outcomes

Aspects of Knowledge Cycle II

In Figure 4. 7, it can be seen that the completeness of social studies learning outcomes in the subject matter of diversity of flora and fauna in Indonesia in the first cycle I was as many as 2 3 students or 82% who had achieved the KKM value . While 5 students or 1 8 % who have not reached KKM.

Table 4. 13 Frequency Distribution of Written Learning Outcomes Data

Aspects of Knowledge Cycle I I

No	Value Interval	Class Limits	The midpoint	absolute f	f relative (%)
1	56 - 62	55.5 - 62.5	59	1	4%

2	63-69	62.5 - 69.5	66	2	7%
3	70-76	69.5 - 76.5	73	6	21%
4	77-83	76.5 - 83.5	80	2	7%
5	84 - 90	83.5 - 90.5	87	3	11%
6	91 -97	90.5 - 97.5	94	8	29%
7	98 - 104	97.5 - 104.5	101	6	21%
		amount		28	100%

Based on table 4.13 above shows that the distribution of grades from 28 fifth grade students of Katulampa State Elementary School 1, Bogor Timur Subdistrict, Bo Gor City are at intervals of 5 6 -62 by 1 student or 4 %, at intervals of 63-6 9 by 3 students or 7 % , at intervals of 70-76 as 6 students, or 21%, 77-83 interval as much as 2 students or 7%, at an interval of 84 - 90 for 3 students or 11 %, at an interval of 91 -97 as many as eight students, or 28% , and intervals of 98-104 were 6 students or 21%. For more details, it will be presented in the diagram below:

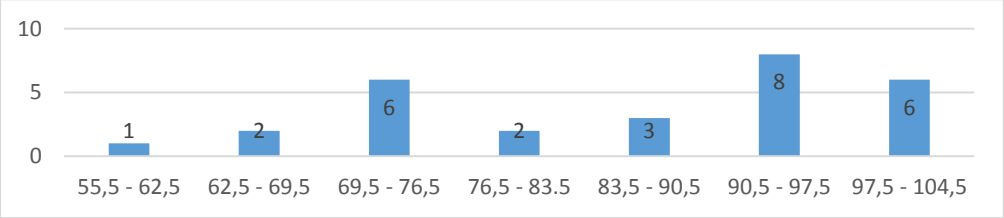

Figure 4.9 Frequency Histogram Diagram of Learning Outcomes Cycle II students

Replication Cycle II

Referring to the observations of the implementation of the second cycle, it can be concluded that there was an increase in the learning process in the class and the completeness of the learning outcomes in the aspects of motivation, aspects of knowledge, aspects of attitude, and skills, after discussion there still needed to be improved in the learning process including the following:

1) The teacher must further expand students' initial knowledge in the initial learning activities.

2) The teacher does not condition students.

Based on the evaluation of student learning outcomes, it is known that completeness of student learning outcomes is classically at 89 %, indicating the achievement of

indicators of research success has reached 85 %.

Based on the results of data analysis from cycle 1 and cycle II , the recapitululation data are obtained as follows:

Table 4.14 Recapitulation of Cycle I and Cycle II Research Results

The aspects studied	Cycle Results				Information
	Average				
	Cycle I	Mean	Cycle II	Mean	
Motivation to learn	81	Very good	94	Very Well	Cycle I to Cycle II increased by 13
Improvement of the learning process	87	Very good	95	Very good	Cycle I to Cycle II increased by 8
Learning outcomes aspects of knowledge	71%	Not yet Complete	89 %	Complete	Cycle I to Cycle II increased by 11%,
Average value	74	Not finished yet	86, 5	Complete	Cycle I to Cycle II increased by 12, 5

DISCUSSION

This research was conducted with a class action research approach to students in class V Katulampa 1 Primary School, East Bogor District, Bogor City. The subject of the study was class V, amounting to 28 students. This study was conducted in 2 cycles with three aspects examined in each cycle, namely the assessment of learning motivation, assessment of Improvement of Learning Processes, learning outcomes of Social Studies subjects using monopolistic media

1. Discussion of Cycle I Research Results

The first cycle research was carried out directly at one meeting, on Thursday, July 18, 2019 at Katulampa State Elementary School 1, Bogor Timur District, Bogor City using *monopoly* learning media to improve learning outcomes in Social Sciences Subjects.

The following is discussed regarding the results of the research cycle:

It has been mentioned before that there are three aspects examined in this study. Among them are as follows:

1) Evaluation of Learning Motivation by using monopolistic media

   Based on observations and evaluations by 4 collaborators that students' learning motivation during learning obtains an average score of 81 with a very good interpretation, but based on the results obtained in the field that there are still students who pay less attention in the learning process so that it is necessary to increase student motivation by the teacher in cycle II

2) Assessment of Learning Process Improvement In the

process of Improving Learning Process Cycle I on the subtheme of the beauty of the unity and unity of my country learning I obtained the results of the Learning Process Improvement assessment with an average value of 87 included in the interpretation is very good . These results are influenced by several learning activities that have not been well implemented. Like the lack of motivation at the beginning of learning.

3) Assessment of Learning Aspects of Knowledge Outcomes

   In the first cycle , there were 22 students who reached KKM and 6 students did not reach KKM. The mastery learning of students classically is 71 % . This value has not yet reached the indicator of research success, which is at least 80 % , so it is necessary to continue research in the second cycle.

2. Discussion of Cycle Action Research Results II

The first cycle of action research I was based on reflections conducted by researchers and collaborator teams in the first cycle . This second cycle of reflective action was carried out on Thursday, August 1, 2019 to improve the learning outcomes of the third flora and fauna diversity students in Indonesia in the third learning using *monopoly* learning media . There are three aspects discussed based on the results of the second cycle research. Discussion of the three aspects, namely learning motivation, assessment of Learning Process Improvement , learning outcomes in Social Sciences Subjects. The discussion is as follows:

1) Assessment of learning motivation the use off media monopoly observations and evaluations by 4 collaborators that students' learning motivation during learning obtained an average value of 95 with a very good interpretation so that research is considered sufficient until the second cycle
2) Improving the Learning Process The implementation of the second cycle learning activities is an improvement from the first cycle of the teacher providing motivation at the beginning of learning so that students become more enthusiastic about learning. These improvements make the assessment of Improvement of Learning Processes in the classroom have increased . The average value given by the two collaborators is 95 with very good interpretation .
3) Learning Outcomes Aspects of Knowledge. The quality of improvement in the learning process and changes in student behavior which increases also affects students' courage and student learning outcomes.

Students who are active in learning and dare to express opinions and can understand the material being studied. By understanding the learning material students can easily fill in the second cycle questions.

In the second cycle which was followed by 28 students, 23 students reached KKM and 5 students did not reach KKM. Completeness results of student learning in the classical style in the second cycle is increased compared to the sebelu cycle mn yes only 71 % in the second cycle becomes 89 %. This shows that the mastery of learning classically has reached the indicator of research success. This value has reached the indicator of research success, which is at least 80 %.

Based on the results of research conducted by researchers that the use of monopoly media in social studies subjects can increase motivation and student learning outcomes in elementary schools this is in line with research conducted by Evi Mailani In the journal Handayani PGSD FIP Unimed the results of his research obtained results after class action was held in the cycle 1 the average ability of students to be 72.8%, in cycle II, the average ability of students increased again to 91.6% there was an increase of 46.9% from pre cycle to cycle 2.

CONCLUSION

Based on the discussion of the results of the research that has been carried out it can be concluded:

1. increased motivation to learn cycle I gained 81 m in the second cycle to 94 with interpretation.
2. Increased improvement learning process in the first cycle obtained a value of 87 in the second cycle increased to 95 and in the third cycle increased to 9 5 with interpretations very ba ik.
3. Increased aspects of knowledge in the first cycle classically reached 71%, then increased in the second cycle to 89 %. It is meaningful research has succeeded in cycle II because of the thoroughness of student learning outcomes Klasika l t elah achieve success indicator research is at least 85 %.

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