



## THE INFLUENCE OF LEARNING MOTIVATION, LEARNING STYLE, AND LEARNING ENVIRONMENT ON LEARNING OUTCOMES OF CLASS V STUDENTS

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### ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh motivasi belajar, gaya belajar, dan lingkungan belajar terhadap hasil belajar IPS siswa kelas V. Jenis penelitian yang digunakan dalam penelitian ini adalah Penelitian kuantitatif (Ex Post Facto). Subjek yang digunakan dalam penelitian ini adalah peserta didik kelas V dengan jumlah peserta didik sebanyak 83 siswa kelas V Gugus I Kecamatan Panakkukang Kota Makassar. Instrumen yang digunakan dalam penelitian ini berupa instrument yaitu tes, lembar angket, tes, dan dokumentasi. Teknik analisis data dilakukan yaitu uji deskriptif dan uji inferensial (Normalitas, linearitas, Multikolinearitas, Analisis jalur, regresi sederhana dan berganda). Berdasarkan analisis data menggunakan spss 25 bahwa uji normalitas menggunakan Kolmogorov-Smirnov yaitu  $\text{sig} > 0,05$  dari sedangkan uji regresi berganda diperoleh menunjukkan nilai signifikansi sebesar  $0,000. 0,000 < 0,05$  maka  $H_0$  ditolak dan  $H_a$  diterima. Berdasarkan hal tersebut maka dapat disimpulkan bahwa ada Pengaruh Motivasi Belajar, Gaya Belajar, dan Lingkungan Belajar Terhadap Hasil Belajar IPS Siswa kelas V Gugus I Kecamatan Panakkukang Kota Makassar.

**Kata-kata kunci: Motivasi Belajar, Gaya Belajar, Lingkungan Belajar, Hasil Belajar.**

### ABSTRACT

*This research aims to analyze the influence of learning motivation, learning style, and learning environment on social studies learning outcomes for class V students. The type of research used in this research is quantitative research (Ex Post Facto). The subjects used in this research were class V students with a total of 83 class V students in Gugus I Panakkukang District, Makassar City. The instruments used in this research are instruments, namely tests, questionnaires, tests and documentation. The data analysis techniques used were descriptive tests and inferential tests (normality, linearity, multicollinearity, path analysis, simple and multiple regression). Based on data analysis using SPSS 25, the normality test using*

*Kolmogorov-Smirnov is  $sig > 0.05$ , while the multiple regression test obtained shows a significance value of 0.000.  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. Based on this, it can be concluded that there is an influence of learning motivation, learning style and learning environment on social studies learning outcomes for class V students.*

**Keywords:** *Learning Motivation; Learning Style; Learning Environment; Learning Outcomes.*

## INTRODUCTION

Education has an important role that must be fulfilled in life throughout life. Humans really need education in their lives, because in the educational process humans can interact, socialize, and explore the potential that exists in themselves, as well as obtain knowledge and information that is useful for their lives (Maulid, 2023). Education can be said to be a business or activity that is carried out regularly. Education can take various routes, one of which is through formal education at school (Dewi & Yuniarsih, 2020).

The 2013 curriculum includes programs and various types of lesson content taught, one of which is social studies content. It is very important for social sciences to be taught or given at the elementary school level, so that students are able to get to know life in the family, in society and life at school. Social science lessons prioritize understanding of attitudes, values, morals and skills in everyday life (Sapriati, Amalia, 2009).

Social Sciences (IPS) is an adaptation of various social scientific structures, such as history, geography, sociology, law, anthropology, politics, economics and others (Triana, Yanti, & Hervita, 2023). Competencies in social science learning content are various social science structures, if one of the various social sciences is not taught or does not work properly, it will affect the achievement of the desired learning outcomes (Supriya, 2006).

The influence on learning outcomes based on observations of high learning motivation can influence learning outcomes positively (Fathan, W. DJ. Pomalato, & Kadir Husain, 2020). Students who are well motivated tend to be more enthusiastic about learning, participate actively in lessons, and put in extra effort to achieve academic success. Strong motivation can result in higher student dedication and engagement in learning. According to (Amna Emda, 2017) Motivation to learn is a force, both external and internal, that encourages a person to achieve certain goals that have been previously set. Students who have high learning motivation will be actively involved in learning so that they will achieve optimal learning outcomes.

According to (A.M.Sardiman, 2014), Motivation is a series of efforts to provide certain conditions so that someone wants and wants to do something, and if he doesn't like it, he will try to eliminate or avoid that feeling of dislike. Meanwhile, according to (Hamzah B. Uno, 2017) indicators of motivation to learn from within students, namely the desire to succeed, the encouragement and need for learning, the hope and aspirations for the future.

Based on the explanation of experts, motivation is motivation that creates strength, passion, enthusiasm, and feelings of joy in learning. A person will show interest, attention, full concentration, high perseverance, and be achievement oriented without feeling bored if he has the motivation to learn.

Learning style is the way an individual processes and understands new information. This includes preferences for certain learning methods, such as the use of visual, auditory, or kinesthetic (Liliyafi, 2018). The influence on learning outcomes is that understanding students' learning styles allows educators to present material in a way that is more appropriate to each student's preferences (Hanif, 2019). When material is presented in a way that suits individual learning styles, students are more likely to understand and remember the

information better, which can have a positive impact on learning outcomes.

Learning styles in general are the way in which individuals receive and process information in learning situations (Asriyanti & Janah, 2019). According to (Nasution, 2021) believes that a student's learning style is the way he interacts and uses the stimuli he receives in the learning process. According to (Deporter, 2010) argues that learning style is a combination of how to absorb and then organize and process information.

Based on the results of expert opinions, it can be concluded that learning style is a way that a person has to obtain and process information that is obtained easily in order to achieve learning goals. The learning environment includes physical, social and psychological factors around students that influence the learning process. These include classroom design, interactions with teachers and peers, and the availability of learning resources (Festiawan, 2020). Based on the results of observations, the influence on learning outcomes is that a conducive and supportive learning environment can create a positive learning atmosphere. Students will feel comfortable, encouraged to participate actively, and have adequate access to learning resources. All of these factors can influence learning outcomes in a positive way. According to Hamalik, (2003) that the environment is everything that exists in the natural surroundings that has a certain meaning or influence on individuals. The environment is everything that humans surround themselves with that can influence behavior directly or indirectly. According to Mulyasa (2011) that a conducive learning environment is the backbone and driving factor that can provide a special attraction for the learning process, whereas a learning environment that is less enjoyable will cause boredom (Ahmadi, 1991). So, a good learning environment will improve student learning outcomes.

Based on expert opinion, it can be concluded that a learning environment that gives students the freedom to make choices will encourage students to be involved physically, emotionally and mentally in the learning process.

It can be seen that according to the results according to (Djamarah, 2012) Learning outcomes are the result of an activity that has been carried out, or created individually or as a group. According to (Mulyasa, 2011) that learning outcomes are how to find out the extent to which a program has been successfully implemented. From the several definitions above, it can be concluded that learning outcomes are the results obtained by students after carrying out learning activities at school.

Learning motivation, learning style, environment and student learning outcomes will influence student learning outcomes at school, because learning outcomes are a condition obtained through a person's learning process in mastering knowledge, the existence of a conducive environment will be able to give rise to positive learning motivation and learning styles for students and teachers, such as competition for achievement between students, which results in a desire in students to always be the best, and vice versa, a negative learning environment will also have an impact on students' learning motivation and learning styles (Sudarmin, 2023). Apart from the environment, learning styles also play a role in increasing students' learning motivation. Learning styles can be interpreted as a person's way of understanding the information given to him, in this case the student. As is known, one of the elements that influences learning motivation is the student's learning ability.

Based on the results of observations in class V, cluster I, Panakkukang District, it is unique in the learning system and learning environment regarding the relationship between learning motivation and learning styles of students who are heterogeneous physically, psychologically, culturally and in their learning behavior. Research on motivation, style and learning environment was carried out by looking at the condition of students and the learning outcomes of students who generally have a mindset and are below the school's KKM score and are slow to respond to the lessons around them which can influence students' motivation, learning style and learning environment."Based on the results of the explanation of the

background above, researchers conducted a study to determine the influence of motivation, style and learning environment on the social science learning outcomes of class V students."

## RESEARCH METHODS

This research uses the Ex Post Facto type of research (Gempur Santoso, 2005), where the researcher tries to determine the cause of the influencing event and what influences have occurred and are studied by the researcher in hindsight. This research aims to determine the effect of the independent variables of Learning Motivation as (X1), Learning Style as (X2), and Learning Environment as (X3), on the dependent variable Student Social Sciences learning outcomes (Y). The data collected is in the form of numbers, so the analysis used is a quantitative data approach.

The sampling technique used in this research is simple random sampling. Simple random sampling is giving the entire population the opportunity to be sampled and selected randomly without paying attention to the strata in the population (Sukmawati, Salmia, 2023). The sample in this study were students of class VB Gugus I Panakkukang District, even semester of the 2022/2023 academic year, consisting of 3 schools with a total of 83 students.

The type of data used in this research is quantitative data. Data obtained from the results of motivation, style and learning environment questionnaires. Learning outcome data is obtained from student learning achievement tests. Data collection in this research used questionnaires and observations (Sukmawati, Sudarmin, 2023).

The data analysis techniques used in this research include: descriptive statistics and inferential statistics which include normality tests, homogeneity tests and hypothesis tests. The hypothesis tests used are simple regression tests and multiple regression tests.

## RESULTS AND DISCUSSION

### Result

#### A. Descriptive Analysis Results

In initial observations the teacher stated that the majority of students lacked motivation to learn in class and outside of class, this was certainly a problem for the teacher. There needs to be an effort to increase student motivation in various ways that teachers can do. The results of descriptive analysis relating to learning motivation variables are as follows:

**Table 1 Frequency Distribution and Percentage of Learning Motivation Scores**

Interval Skor	Frekuensi	Persentase (%)	Category
$25 \leq MB < 45$	2	2,4	Very low
$46 \leq MB < 65$	0	0	Low
$66 \leq MB < 85$	0	0	Currently
$86 \leq MB < 105$	44	53	Tall
$105 \leq MB < 125$	37	44,6	Very high
Total	83	100	

Based on the results of table 1, it can be interpreted that the learning motivation score (X1) in the very low category is 2 people with a percentage of 2.4%, low and medium are not students in that category, while in the category there are 44 students with a percentage of 53%, in the very high category there were 37 students with a percentage of 44.6%. The influence of learning styles on social studies learning outcomes for class V. Frequency distribution of learning style scores obtained by category is as follows:

**Table 2 Frequency Distribution and Percentage of Scores Learning style**

Score Intervals	Frequency	Percentage (%)	Category
$24 \leq GB < 45$	1	1,2	Very low
$46 \leq GB < 65$	3	3,6	Low
$66 \leq GB < 85$	0	0	Currently
$86 \leq GB < 105$	26	31,3	Tall
$105 \leq GB < 125$	53	63,9	Very high
Total	83	100	

Based on the results of table 2, it can be interpreted that the Learning Style score (X2) in the very low category is 1 person with a percentage of 1.2%, low is 3 people with a percentage of 3.6% and there are no students in that category, whereas in category numbered 26 students with a percentage of 31.3%, in the very high category there were 53 students with a percentage of 63.9%.

The influence of the learning environment on the social studies learning outcomes of class V students. Frequency distribution of learning style scores obtained by category is as follows:

Table 3 Frequency Distribution and Percentage of Learning Environment Scores

Score Intervals	Frequency	Percentage (%)	Category
$24 \leq LB < 45$	0	0	Very low
$46 \leq LB < 65$	0	0	Low
$66 \leq LB < 85$	25	30	Currently
$86 \leq LB < 105$	58	70	Tall
$105 \leq LB < 125$	0	0	Very high
Total	83	100	

Based on the results of table 3, it can be interpreted that the Learning Environment score (X3) in the very low, low and medium categories is 25 students with a percentage of 30% in that category, while in the high category there are 19 students with a percentage of 70%, in the very category height is not in that category.

Test The results of learning knowledge for Class V students through multiple choice questions carried out by class V students in cluster I Panakukang sub-district, Makassar City are as follows:

Table 4. Learning Results for Class V Students

No	Value Interval	Category	Average	Percent (%)
1	<72	Need Guidance	2	2,4
2	72-83	Enough	9	10,8
3	84-92	Good	19	22,9
4	93-100	Very good	53	63,9
Total			83	100

The table above shows the categories of student knowledge learning outcomes with multiple choice questions. The results of student knowledge learning were that there were 2 students (2.41%) in the need for guidance category, 9 students (10.8%) in the sufficient category, 19 students (22.9%) in the good category, and 53 students (63.9%) in the very good category. The results obtained after carrying out a learning outcomes test on class V cluster I students in Panakukan District, Makassar City, were that there

were 2 students who did not pass the minimum completeness criteria (KKM), while 81 other students had met the KKM.

## B. Results of Inferential Statistical Analysis

### 1) Normality Test

Data normality testing was carried out to determine whether the samples were obtained from a normally distributed population or not using the Kolmogorov-Smirnov test, with a significance level of 5% or 0.05. The research variable is declared normally distributed if the significance value is greater than 5% (0.05) and if the significance is smaller than 5% (0.05), the research variable is not normally distributed.

**Table 5 Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		83
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	6,36222562
Most Extreme Differences	Absolute	,081
	Positive	,047
	Negative	-,081
Test Statistic		,081
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on table 5 of the Normality Test, it can be seen that the significance value is  $0.200 > 0.05$ , so it can be concluded that the results of the normality test using the one-sample Kolmogorov-Smirnov test have a normal distribution.

### 2) Multicollinearity Test

It is the existence of a correlation or relationship almost perfect among the independent variables. Multicollinearity aims to find out whether independent variables have a correlation between other independent variables. Multicollinearity can be identified by looking at the VIF (variance inflation factor) value, where if the VIF value is below 10 then it can be said that the multicollinearity that occurs is not dangerous or passes the multicollinearity test.

**Table 6 Multicollinearity Test**

Coefficients <sup>a</sup>			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Motivation to learn	,993	1,007
	Learning Style	,988	1,012
	Learning Environment	,995	1,005
a. Dependent Variable: Learning outcomes			

Based on table 6 above, it can be seen that the multicollinearity test is a tolerance value  $> 0.100$  and a VIF  $< 10.00$ , which means that there are no symptoms of multicollinearity. So it can be concluded that from the table above there are no symptoms of multicollinearity because these variables have tolerance values greater than 0.100 and less than 10.00.

### 3) Hypothesis testing

There is an influence of learning motivation, learning style, and learning environment on the social studies learning outcomes of class V students.

**Table 7 Learning motivation, learning style, and learning environment on social studies learning outcomes for class V students**

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	83,595	13,017		6,422	,000
	Motivation to learn	,116	,045	,259	2,601	,011
	Learning Style	,178	,055	,321	3,219	,002
	Learning Environment	-,272	,114	-,237	-2,387	,019

a. Dependent Variable: Learning outcomes

The significance test table above is used for the significance level of simple regression with criteria determined based on the significance value test (Sig), provided that the sig value is  $< 0.05$ . Based on the table above, a small sig value of 0.05 is obtained, meaning Sig is  $<$  the significance criterion (0.05). Thus, the research data is significant or the equation model meets the criteria, it can be concluded that there is a significant influence between learning motivation, learning style, and the learning environment on the social studies learning outcomes of class V students.

**Table. 8 Multiple Linear Equations**

Model	Unstandardized Coefficients
	B
(Constant)	83,595
Motivation to learn	,116
Learning Style	,178
Learning Environment	-,272

The multiple linear regression is  $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$ , then it can be concluded that  $Y = 83,595 + 0,116 X_1 + 0,178 X_2 + (-0,272) X_3$ , can be explained that:

- The constant coefficient value is 83.595 with a positive value, this can be interpreted as an increase of 83.595% for each variable of learning motivation (X1), learning style (X2), learning environment (X3) and learning outcomes (Y).
- The coefficient value of the learning motivation variable (X1) is 0.116, if the values of other variables are constant and the variable X1 increases by 1%, then the learning outcome variable (Y) will increase by 11.6%.
- The coefficient value of the learning style variable (X1) is 0.178, if the values of other variables are constant and the variable X1 increases by 1%, then the learning outcome variable (Y) will increase by 17.8%.

- d. The coefficient value of the learning environment variable (X3) is -0.272 with a negative value, if the values of other variables are constant and the variable X3 increases by 1%, then the learning outcome variable (Y) will increase by 27.2%.

### **Discussion**

Based on research results, the influence of learning motivation, learning style, and learning environment on students' Social Sciences (IPS) learning outcomes in this study in class V, cluster I, Panakkukang District, Makassar City, there is a significant influence that influences each other, namely student learning motivation has good learning outcomes. better at learning social studies are naturally more interested and driven to understand and master the subject matter and students who feel appreciated or receive external rewards can be more motivated to learn, but students' intrinsic motivation may be temporary if the rewards are not sustainable according to the results of research conducted in the classroom Meanwhile, learning styles consist of visual, auditory and kinesthetic learning styles. The research results show that visual learning students tend to process social studies information better through pictures, graphs and other visual materials. The use of visualization can help students understand social studies concepts better and through listening they can also understand social studies concepts through lectures, talks, or other oral presentations. Class discussions and relevant sound recordings can help auditory students and students with a kinesthetic learning style learn through physical actions and hands-on experiences. Practical activities, experiments, or field visits can support understanding of social studies material.

Meanwhile, the learning environment for class V students in cluster I, Panakkukang subdistrict, Makassar city, is a learning environment that includes comfortable, orderly and organized physical facilities. A classroom that is conducive and free of distractions can increase student concentration in social studies learning and quality by competent and knowledgeable teachers has a big impact on students' social studies learning outcomes. Quality teaching, innovative teaching methods, and providing constructive feedback can improve student understanding and the availability of good textbooks, relevant teaching materials, educational technology, and other resources also play an important role in an effective learning environment (Istarani, 2012). These resources help students to access necessary information.

Based on the results of previous research (Eriyaningsih, 2022) through multiple linear regression analysis, the results showed that statistically the influence of learning motivation, learning style and learning environment on student learning outcomes at SMA Negeri 1 Wringinanom showed that simultaneously (together) the independent variables were learning motivation, Learning style and learning environment have a significant and positive effect on students' final exam learning outcomes in the economics subject of the Social Sciences study program at SMA Negeri 1 Wringinanom Gresik. The magnitude of the influence of intrinsic learning motivation, learning style and school learning environment simultaneously on UAS learning outcomes can be seen from the coefficient of determination (R-square). The resulting R-square value shows that UAS learning outcomes are influenced by intrinsic learning motivation, learning style and school learning environment.

According to the results of research that has been conducted, it is important to remember that each student is a unique individual, and their preferences for learning motivation, learning style, and learning environment can vary. Therefore, effective educators often adopt a diverse approach to teaching, pay attention to individual student preferences and needs, and create a supportive and stimulating learning environment. The right combination of motivation, learning style, and a good learning environment can help students achieve better learning outcomes in social studies and other subjects.



## CLOSING

There is an influence of learning motivation, learning style and learning environment on the social studies learning outcomes of Class V Cluster I, Panakkukan District, Makassar City. This means that learning motivation, learning style and learning environment simultaneously have a significant and positive effect on social studies learning outcomes. The higher the learning motivation, learning style and learning environment, the higher the learning outcomes of class V Cluster I students, Panakkukan District, Makassar City. The findings in this research show that among these variables the one that has a more dominant influence on learning outcomes is the learning environment variable. When teaching methods and educational environments are tailored to student preferences and needs, it can significantly improve students' understanding, retention of material, and academic performance. Learning styles influence how students most effectively receive and process information, whereas a supportive and resource-rich learning environment facilitates learning engagement and motivation and Indirect relationships from research results The relationships between learning styles, learning environments, and learning outcomes are also mediated by factors others such as motivation, academic anxiety, and learning strategies. These factors function as mediator variables that can increase or reduce the effectiveness of the influence of learning style and learning environment on learning outcomes. For example, a positive learning environment can increase learning motivation, which in turn improves learning outcomes.

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