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Ultilizing Power Point Presentations to Enhance Learning Results in the Social Sciences for Seventh Grade Students at SMPN 4 Mandau District of Bengkalis District

Ariyanti Ariyanti [1], Surya Ira Mahayani[2], M. Firdaus[3], Shelvie Famella[4]

[1] Korwilcam Mandau Bathin Solapan, Bengkalis, Riau, Indonesia; 25.ariyanti@gmail.com
[2] SMPN 4 Mandau, Bengkalis, Riau, Indonesia; suryairamahayani81@gmail.com
[3] Lancang Kuning University; firdaus@unilak.ac.id
[4] Lancang Kuning University; shelviefamella@unilak.ac.id

ABSTRACT: The motivation and learning outcomes of students in social studies clacc VII D at SMP Negeri 4 Mandau, Mandau District, Bengkalis Regency are still low. This is caused by factors such as infrastructure in schools and learning processes that are not yet optimal. Therefore, efforts need to be made to improve social studies learning, one of which is by using PowerPoint media. PowerPoint media has not been optimally applied in learning, so it is interesting to use asresearch material. This research aims to determine wheter the application of Power Point media can increase student motivation and learning outcomes in social studies subjects in class VII D of SMP Negeri 4 Mandau. This research is CAR (Classroom Action Research) research which includes planning, implementation, observation and reflection.The data source for this research is students in class VII D of SMP Negeri 4 Mandau,Mandau District, Bengkalis Regency. As for collecting data through observation, interviews, questionnaires, documentation and tests. The validity of the data used in this research is the triangulation method method. This research uses two forms of data analysis,namely quantitative analysis and qualitative analysis.The results of this research indicate that implementing learning using PowerPoint media can increase the social studies learning motivation of class VII D students at SMP Negeri 4 Mandau, Bengkalis Regency. This can be seen from the increase in motivation based on the results of the questionnire that occurs in each cycle. In cycle I the average class activity or motivation before the action was 83,07 %, after the action in cycle II the average class activity was 91,28% or an increase ot 8,21%. In cycle I the average class evaluation was 80,00%, after the action the average class avaluation was 91,71% or an increase of 11, 71%. Thus, the application of PowerPoint media can increase student activity or motivation and learning outcomes in social studies subjects in class VII D of SMP Negeri 4 Mandau,Mandau District, Bengkalis Regency.

Keywords*: *Activities, Learning motivation, Learning results, Power point media.

1. INTRODUCTION

Students' daily test scores fall short of the predefined KKM score, according to the findings of reflection, student interviews, and observation. Many students, or 38.5% of the 39 students in class VII, scored less than 60 on the odd semester exam. D of Bengkalis Regency's SMP Negeri 4 Mandau, Mandau District. According to the findings of student interviews, the issue is that students find it difficult to accept the learning material because they are unable to see the actual conditions that are included in it. It is well known that students find learning boring and monotonous; teachers continue to teach using textbooks; the learning materials utilized are still regarded as traditional and fail to pique students' interest; and students become less engaged with the material as it is being taught. The aforementioned issue indicators produce inadequate assessment outcomes.After analyzing the aforementioned issues, our goal is to determine the best way to pique children's interest in participating in and comprehending the subject matter. Furthermore, it is critical that educators incorporate technology into the classroom (Desyandri et al. 2021). In this instance, the goal of the research is to enhance social studies education by utilizing appropriate media, which should increase students' interest in paying attention to class. As stated by A. and R. Angkowo. According to Kosasih (2007:26), image media is a two-dimensional, visual presentation that makes use of image design to examine events, objects, locations, and other aspects of daily life. According to Dina Indriani (2011, 150). Microsoft PowerPoint is used to create teaching materials that are comprised of multiple pages or slides.

Multi-media power point is regarded as appropriate media that can pique students' interest. The decision to use multi-media PowerPoint is based on two factors: (1) it provides teachers with a number of conveniences and opportunities to boost student motivation and learning engagement, making it worthy of development to enhance the caliber of social studies learning processes and products; and (2) it can help students learn as much as possible while applying the knowledge and skills they have acquired in the classroom. Learning, in the words of Daeng in Ratumanan, is an endeavor to instruct students (Nafisah, 2021). The most crucial element in raising and producing student quality is the learning process.Learning is viewed as an endeavor that empowers students to actively expand their comprehension of specific subject matter. In the classroom, instructional strategies and media usage play a critical role in providing teachers with the kind of content that helps students reach their learning objectives. It is intended that by employing multimedia PowerPoint as a teaching tool for social studies classes in the aforementioned KD, students will not become disinterested in their studies and will instead be inspired to perform well in class.

Drawing from the problem's background, the research questions that this study aims to address are: 1) How can using PowerPoint learning materials increase teacher activity in social studies classes and enhance students' learning outcomes in social studies subjects for class VII D students at SMPN 4 Mandau? 2) How can using PowerPoint learning materials increase student activity in social studies classes and enhance students' learning outcomes for class VII students at SMPN 4 Mandau? 3) How can using PowerPoint learning materials increase student learning outcomes in social studies subjects for class VII D students at SMPN 4 Mandau?The research aims to address the following research problems: 1) Describe the increase in teacher activity in social studies learning using PowerPoint learning media to improve student learning outcomes in social studies subjects in class VII D students at SMPN 4 Mandau; 2) Describe the increase in student activity in social studies learning using PowerPoint learning media to improve student learning outcomes in social studies subjects in class VII D students at SMPN 4 Mandau; and 3) Describe the increase in student learning outcomes in social studies learning using PowerPoint learning media to increase student learning outcomes in social studies subjects in class VII D students at SMPN 4 Mandau?

Therefore, the overall benefit of this research is that it can enhance learning, resulting in high-quality outcomes for both teachers and students. The plural of the word "medium," "media," is derived from Latin. means introducer or intermediary in literal terms. Anything that can transfer information from the information source to the information recipient is the broad definition (Arsyad, 2009: 3). Additionally, Meliantina (2019) said that "Efforts to integrate and improve skills in schools have not produced ideal results due to the lack of attention from educators, learning guidance, and preparation to improve education.".Teachers are students' first teachers in the morning. While students' primary responsibility is to learn, teachers' primary responsibility is to educate and instruct. Teaching also involves creating a positive learning environment for both teachers and students.

Students gain knowledge as they absorb more material from the teacher. According to Suarman Nurlubis (2005:11), effective teaching strategies can help students reach specific competency objectives. When an instructor is of high caliber, society benefits from even higher quality education since teachers are still valued members of the workforce and cannot have their jobs replaced by highly developed machinery. Because one of the tasks assigned to teachers is to cultivate human mental qualities, which include aspects of humanity that are distinct from one another. According to Ramadaniel (2024) English students' views on incorporating digital media into the learning process suggest they are already engaging with it. Future studies could delve deeper into students' opinions and actions regarding digital media. Teachers indeed need knowledge about the empowerment of ICT to enhance learning outcomes Marwa (2024). According to Syahdan (2022) senior teachers need to receive guidance in the use of ICT so that they are capable and ready to utilize various ICT media to face the challenges of 21st-century learning.

However, the reality is throughout the author's experience as class teacher VII.D at SMP Negeri 4 Mandau. Educational failure in delivering teaching material always occurs not because he lacks mastery of the material, but because he does not know how to convey the subject matter well and appropriately. To overcome this, image media can be used as an alternative solution in implementing learning. Image media chooses the property of being able to change something that is abstract into concrete. This advantage of course has an effect on improving student learning outcomes regarding understanding of the material taught by the teacher.The researcher is interested in investigating how using image media in conjunction with PowerPoints can enhance the learning outcomes of Class VII.D students at SMP Negeri 4 Mandau, Mandau District, Bengkalis Regency. Presentation media plays a crucial role in promoting interactive learning, and it is hoped that teachers will be able to incorporate this tool into their lessons to make learning more engaging. By providing an easy creation process, PowerPoints should become a valuable resource for teachers to improve classroom instruction.

2. METHODS

The research methodology utilized is classroom action research, with the goal of enhancing performance. According to Muslich (2010:10), the objective of PTK is to enhance and elevate the standard of learning, as well as empower educators in addressing educational challenges within school settings. Essentially, PTK involves planned and systematic corrective measures to tackle daily classroom learning issues faced by teachers. The research was conducted in class VIID of SMPN 4 Mandau, Mandau District. This location was chosen because: 1) The researcher is a teacher in class VII D at SMPN 4 Mandau, Mandau District. 2) The school authorized the research to enhance the quality of learning, particularly in social studies for class VII D students at SMPN 4 Mandau, Mandau District.The study involved 39 students from class VII D of SMPN 4 Mandau, Mandau District, with 15 students meeting the minimum passing requirement (KKM) and 24 students falling below the KKM. The selection of subjects was based on the low social studies learning outcomes among class VII D students at SMPN 4 Mandau, Mandau District, where the researcher also serves as a teacher to avoid disrupting other classes. The research was conducted in two cycles, each lasting for 2

meetings of 35 minutes. The Participatory Action Research (PTK) was carried out in multiple cycles, each consisting of four stages: planning, action, observation, and reflection.

The research necessitates data such as observations of teacher activities, student activities, and student learning outcomes in social studies. To gather this data, the researcher employed systematic observation with guidelines as an instrument to limit variables. This involved assessing student understanding through power point presentations, observation, and tests. Observers marked checklists on provided sheets during observations and tests were administered to students in both cycles to collect data on the learning process.The tests conducted in each cycle aim to assess enhancements in student learning outcomes.

The research tool utilized was an observation sheet focusing on the implementation of lesson plans during the learning process. Two observers, including colleagues and the class teacher, observed the teacher's activities in implementing the lesson plans. These observations provided feedback based on the observation sheet regarding the teacher's performance and student engagement in the learning process. Colleagues filled out the observation sheet for teachers/researchers using a PowerPoint-based teaching model to assess their activities. The researcher's observations aimed to evaluate the researcher's engagement during teaching and learning activities. Additionally, observations were conducted on student activities using an observation sheet filled out by colleagues to assess student engagement during teaching and learning activities utilizing PowerPoint media.

Written exams were used to collect data on student learning outcomes in this study. There were a total of 5 multiple-choice questions on the test used in this investigation. Data analysis methods relevant to the problem being studied are required in order to solve problems. In this instance, the researcher employed qualitative descriptive methods for data analysis. It is conducted in a qualitative descriptive manner because it only describes the object that is the primary problem. The problem is then clarified through qualitative analysis, allowing it to be seen whether there are any deviations from the existing theories or not. This analysis serves as the foundation for the discussion of the problem in this research. Siswono (2008:29) outlines three stages for qualitative data analysis. The first stage is Data Reduction, where the researcher organizes, codes, and categorizes the data based on the research questions.

The second stage is Data Presentation, where the data is presented through descriptions, charts, or tables to better understand the findings and plan future actions. In this particular study, the researcher presented descriptive qualitative data from observations and student test results. The final stage is Data Conclusion, where conclusions are drawn from the data analysis. These conclusions can address the research questions or uncover new insights that were not previously known.In the data analysis tasks, qualitative and quantitative data will be collected. Qualitative data consists of observations made during the activity, while quantitative data includes learning outcomes obtained from students using PowerPoint for tests. Descriptive qualitative analysis using percentage techniques is used to analyze data collected from observation activities. Success and failure criteria in teaching and learning are crucial for measuring the learning process. Sudjana (2008:135) states that successful learning entails teacher activity exceeding 80%, student activity exceeding 80%, and student learning outcomes exceeding 80%.

3. FINDINGS AND DISCUSSION

2.1 Using PowerPoint learning resources can increase teacher involvement in social studies instruction. The research in this discussion is divided into two cycles, which are referred to as Cycle 1 and Cycle 2. The findings from the first cycle of action research demonstrated an increase in teachers' comprehension and proficiency in creating lesson plans for visual media that focus on the eyes. The average score for social studies lessons that included material on the patterns of daily activities in Indonesian society was 80%, but it was felt that improvement was still necessary through cycle 2. This information is shown in the table below: In the first cycle, 80% of the data collected on teacher activity was obtained; in the second cycle, 94% of the data showed an increase, specifically 14%. Maximum score – minimum scor or 20 – 5= 3,75

Number of Calcifications 4

Table 1. Standardizing the measurement of teacher activities by classification.

No	**Selected Categories**	**Intervals**	**Score %**
1.	Very good	16,26 – 20,0	76-100%
2.	Good	12,6 – 16,25	51-79%
3.	Enough	8,76 -12,5	26-50%
4.	Not enough	5,0 - 8,75	0-25%

Source : Gimin, dkk (2008)

2.2 Using PowerPoint learning resources, students can become more involved in their social studies education. The activities of class VII D students at SMPN 4 Mandau, Mandau District in cycles I and II of social studies learning increased, specifically from 83.07 percent - 91.28 percent = 08.21 percent, according to the results of the observation sheet.

Maximum score – minimum scor or 16 – 4 = 3,0

Number of Calcifications 4

Table 2. Standardizing the measurement students activities by classification.

No	**Selected Categories**	**Intervals**	**Score %**
1.	Very good	13,1 – 16,0	76-100%
2.	Good	10,1 – 13,0	51-75%
3.	Enough	7,1 – 10,0	26-50%
4.	Not enough	4,0 – 7,0	0-25%

Source : Gimin, dkk (2008)

2.3 For the purpose of monitoring student learning activities, there are five assessment indicators:1. Pay close attention to the information that the instructor uses PowerPoint 2 to present. Examine the images presented slide by slide in accordance with the content3. Work together in groups of four. Write down the explanation provided by the teacher. Respond to the teacher's questions by using the information from the student activity observation sheet. Thus, 39 persons x 5 indicators must be met, which equals 195 students.Tests of learning outcomes are used to determine the learning outcomes of students. Following the instruction of one fundamental competency, the test results are computed using the following categories as an assessment scale:

Maximum score – minimum scor or 195 – 0 = 48,7

Number of Calcifications 4

Table 3. Classification and Student Intervals in Use PowerPoint Media.

No	**Selected Categories**	**Intervals**	**Score %**
1.	Very good	146,5-195	76-100%
2.	Good	97,7 – 146,5	51-75%
3.	Enough	48,9 – 97,6	26-50%
4.	Not enough	0 – 48,8	0-25%

Source: Gimin,dkk (2008)

Table 4. Categorization of Academic Performance of Students.

No	**clssification**	**standard**
1.	Very good	86 -100
2.	Good	71 – 85
3.	Enough	56 – 70
4.	Not enough	41 – 55
5.	Very less	< 40

Source: Tata usaha SMP 4 Mandau

PowerPoint media's advantages enhance the educational process. 1. Personal Presentation: Typically used for presentations in traditional learning environments like workshops, training sessions, and lectures. 2. Stand by Yourself. utilized for personalized, interactive learning. 3. Web-based: We used this to post the outcomes of our work online. (Indriani Dina: 2011). Benefits of PowerPoint-based instruction with media, as stated in (Susilowati et al.'s article. , 2021) in Herlanti, this media has the following benefits: a) it can display objects that are either images or non-physical. Students' persistence in remembering material is increased by cognitive learning through the use of mental images. b) The ability to create learning materials, particularly for reading and listening; c) The capacity to integrate all media elements—text, images, videos, graphics, tables, sound, and animation—into a single presentation; d) The capacity to adjust instruction to each student's preferred learning style, including auditory, visual, kinesthetic, and other. Dina Indriani (2011) says that in order to lessen student boredom, real foundations for thinking should be laid. b) Has

the potential to raise pupils' curiosity and focus on their studies. more distinctly. Benefits of PowerPoint-based instruction with media. Drawbacks of Using PowerPoint for Teaching Media. The following are the drawbacks of media that use PowerPoint, per (Dina Indriani 2011): a. There is too much emphasis on the media materials themselves at the expense of other design-related endeavors. b. Teachers view the media as nothing more than an instrument for teaching. c Too much focus is placed on material mastery at the expense of the growth process. Using PowerPoint, teach media function. to boost pupils' enthusiasm for studying social science courses. in order to improve the effectiveness and efficiency of the teaching and learning process. in encouraging pupils' openness to learning.

Comprehending Learning Outcomes: Learning is an intricate process. Capabilities are learning outcomes. Following education, people acquire abilities, information, attitudes, and values (Mudjiono: 2002: 10). Learning outcomes, in the words of (Sudjjana 2005), are the skills that students possess following their educational experience. The degree of mastery that students obtain during the learning process through an assessment or test is known as the learning outcome. Dimayati (2003) asserts that learning outcomes, on the other hand, are the outcome of a relationship between teaching and learning. From the instructor's point of view, the teaching process concludes with a learning assessment procedure. Learning outcomes represent the pinnacle of the learning process as seen by the student. Behavior changes indicate the presence of learning outcomes in an individual (Tulus, 2004).

In Nana Sudjana's (2005) study, learning outcomes are divided into three categories: Cognitive, Affective, and Psychomotor. Cognitive outcomes involve the development of students' brain and reasoning skills, with levels including evaluation, understanding, application, analysis, and synthesis. Affective outcomes focus on the attitudes and values students should acquire, with levels including receiving, responding, appreciating, self-regulating, and making a lifestyle. Psychomotor outcomes involve the ability to perform actions, including perception, preparation, movement, guided action, mechanical action, and complex movements. According to Susanto, learning outcomes are modifications in students that affect cognitive, affective, and psychomotor aspects as a result of learning activities.

This is taken from the article (Filayati, Merlia, 2016). As stated in the Zaenatun et al. article. , 2021), learning outcomes are defined as modifications made to a learner's cognitive (concept understanding), affective (understanding process), habitual, attitudes, understanding, knowledge, and values through learning activities. This leads one to the conclusion that learning objectives, also known as learning outcomes, are processes that try to alter students' knowledge, comprehension, and learning style in addition to the competencies or skills they can acquire through study. The quality and quantity of educational processes and outcomes can be enhanced through the use of technology in the classroom. From the above explanation of learning outcomes, it can be inferred that learning outcomes are the outcomes that students attain in the form of evaluations using numerical tests after finishing a course and exhibiting behavioral modifications.

Factors that Affect Learning Outcomes: According to Sudjana (2005), there are five factors that can affect the learning outcomes that students attain. These are as follows:1. Pupil Talent 2. Time allotted to studying3. The amount of time students need to explain the lesson4. The caliber of educators5. Personal Skills. The connection between learning outcomes and PowerPoint teaching materials. According to Dewi and Manuaba's (2021) article, Microsoft Powerpoint is a presentation tool that facilitates the efficient and effortless organization of content. Because Microsoft Powerpoint is so user-friendly, it is frequently used for teaching, creating animations, and giving presentations.

Through the use of PowerPoint teaching resources, students can enhance their learning outcomes—which were previously thought to be less effective in the absence of PowerPoint resources—avoid learning boredom, boost their motivation, and produce better learning outcomes. Without reactions that can attract interest. Pupils won't feel motivated to take action. You can attempt to pique students' interest in learning if they aren't as interested by providing interesting explanations. Interest has a significant impact on learning since it prevents students from learning as much as they could if the material they are studying does not pique their interest. Because of this, using PowerPoint materials can help teachers teach material more effectively and encourage students to think creatively about how to explain pictures they see in class. Both can raise students' motivation to learn and enhance their academic performance

Discussion

Regarding research findings that have been compared to earlier studies. Thus, it is evident from the research findings published in multiple journals that there are notable variations in the outcomes for every cycle. Next, in the PTK that the author conducted, the average percentage value for cycle I was 83.07 percent for class activity or motivation prior to the action, and it increased by 8.21 percent to 91.28 percent after the

action in cycle II. Following the action, the average class evaluation increased by 11 points to 91 points from 80 points in cycle I to 91 points in cycle II.

This is so that students can better understand the PowerPoint material, which includes pictures and videos. Because the content included in learning media is engaging, students are eager to participate in the teaching and learning process. in order to improve learning outcomes by igniting students' interest and involvement in learning activities through the use of PowerPoint learning media.

4. CONCLUSION AND SUGGESTIONS

Conclusion The following conclusions can be drawn from the problem formulation and research findings covered in the previous chapter: 1) Teacher activity in this study significantly increased from cycle I to cycle II. The percentage of teacher activity that increased in cycles I and II shows this. Because it has surpassed the predefined percentage, this demonstrates that social studies instruction using PowerPoint media can increase teacher activity.2) Student activity increases from cycle I to cycle II. The percentage of student participation in cycles I and II shows this. 3) Student learning outcomes show an increase from cycle I to cycle II. The increase in student activity from cycle I to cycle II demonstrates that social studies learning using power point media can increase student activity during learning. The percentage of classical completeness in cycles I and II shows this. The improvement in student learning outcomes indicates that the use of PowerPoint media in social studies instruction can raise student learning outcomes and help students meet the teacher's expectations for learning, specifically obtaining high-quality learning.

Researchers can offer recommendations to teachers, who are the primary educators, based on the findings of this study. These recommendations are as follows: 1) Teachers should strive to implement more creative and innovative learning activities to enhance the quality of their instruction; 2) Teachers should consider the interests and activities of their students and provide appropriate learning materials, such as PowerPoint presentations, to pique students' curiosity; and 3) Teachers should broaden their knowledge in the field of information technology to enable them to employ more creative and innovative IT-based learning materials.

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