Research Article

The Relationship Between Learning Motivation and Student Performance in Indonesian Language Subjects Among Fifth Grade Students of Public Elementary Schools in Gowa Regency

Suci Qadrianti Sakinah [1], Andi Adam [2], Andi Paida [3*]

[1] Universitas Muhammadiyah Makassar , suciqadriantisakinah@gmail.com
[2] Universitas Muhammadiyah Makassar , and.adam@unismuh.ac.id
[3] Universitas Muhammadiyah Makassar , paida@unismuh.ac.id
Correspondence: Andi Paida

Abstract: The Correlation Between Learning Motivation and Academic Achievement in Indonesian Language of Fifth-Grade Students at SDN Samata, Gowa Regency. Undergraduate Thesis. Elementary School Teacher Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. This study employed a quantitative approach with an ex-post facto research design and a correlational test to investigate the relationship between learning motivation and Indonesian language achievement of fifth-grade students at SDN Samata, Gowa Regency. The population of this study consisted of 28 students of SDN Samata, Gowa Regency. Data was collected through questionnaires and documentation. Data analysis techniques used were descriptive statistics, normality test, and product moment correlation. The results showed that the learning motivation of fifth-grade students at SDN Samata, Gowa Regency was very strong, and their Indonesian language achievement was excellent. It can be concluded that there is a significant correlation between learning motivation and Indonesian language achievement of fifth-grade students at SDN Samata, Gowa Regency. The results of the correlation analysis are used to measure the relationship in a research variable. In table 4.7 Analysis Correlations, the correlation value is 0.925 and the sig. value is 0.000 with N = 28. It turns out that the correlation value of 0.925 is greater than the value of the r product moment table, which is 0.374. So r count 0.925> r table 0.374 means that there is a correlation analysis coefficient between Learning motivation and Indonesian language learning achievement of grade V students of SD Negeri Samata, Gowa Regency. The conclusion of the research results is that there is a significant relationship between Learning motivation and Indonesian language learning achievement of grade V students of SD Negeri Samata, Gowa Regency. The greater the value of the correlation coefficient of the variable (X), the greater the value of the correlation coefficient on the variable (Y). This means that the higher the student's Learning Motivation, the higher the Indonesian language learning achievement of grade V students of SD Negeri Samata, Gowa Regency.

Keywords: *Learning motivation, Academic achievement, Indonesian language..*

1. Introduction

Science is always developing and experiencing very rapid progress, in accordance with the development of the times and the development of human thinking. The Indonesian nation as a developing country will not be able to progress as long as it cannot improve the quality of the nation's human resources . We. Quality life nation can increase If supported with established education system. An established education system allows us to think critically, creatively, and productively.

Education is the process of learning knowledge, skills and habits carried out by an individual from one generation to another, education also can increase intelligence, morals glorious, personality and useful skills for both oneself and the general public. Education is the key to all progress and quality development, because with education humans can realize all their potential both as individuals and as members of society. Therefore, in order to realize their potential to become multi-competent humans must go through an education process that is implemented with a learning process. Thus the learning process should be able to develop abilities and shape human character so that quality education is created, according to Gultom in (Zendrato, 2020) .

According to Ahmad in (Fitriana & Diplan, 2018) "Education is guidance or conscious leadership by educators towards the physical and spiritual development of students towards the formation of the main personality". Education becomes something that so important in human life and has a very important role in everyday life, especially in living in society because education is the key to the progress and development of quality education (Sumoked et al., 2019) , where when interacting with society, everyone needs education and knowledge to know what efforts will be made to socialize. what is good and right in social life. curriculum is a collection of values that are internalized to the subject of education, both values in the form of cognitive, affective and psychomotor. The basis of the curriculum includes the foundations of philosophy, psychology, socio-culture and science and technology.

curriculum is the heart of an educational institution. The curriculum regulates the running of the education system and as a manager of educational programs. The curriculum also includes a plan drawn up to facilitate the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff. Based on the definition above, the curriculum is the entire program, facilities, and activities of an educational or training institution to realize its vision, mission and institution.

Teaching and learning is an activity that has educational value. Mark educative coloring The interaction that occurs between teachers and students. The interaction has educational value because the teaching and learning activities carried out are directed to achieve certain goals that have been set. formulated before the teaching is carried out. Along with with need public in efforts to fulfill life needs, then education will continue to grow and develop. Education functions as a facilitator to provide basic understanding to humans so that they can be productive in managing the surrounding environment. Education should be pushed in a more productive direction, namely to create something so that it can stimulate humans to be creative and productive especially in fulfilling life's needs, both those of a financial nature physical and

non-physical. Education is a conscious effort by humans to understand self Alone and its environment or effort man in understand the interaction between macro and micro cosmos. Therefore, education must be able to foster and grow awareness of the meaning of human existence for the environment and the surrounding nature.

Good learning achievement certainly comes from a learning process. well, and in order for a process to run well, special attention is needed to the factors Which influenced him that learning is influenced by factors internal and external factors. As an external factor that will greatly affect student learning outcomes, the quality of a teacher must be a concern. Student learning achievement in Indonesian language subjects is still a serious concern at various levels of education, including elementary school. Good Indonesian language skills are very important for students, because language is the main means of communication in everyday life and is the basis for studying other fields of study. Quality teachers and professional Already should understand his role in teaching and learning activities. Teachers have the responsibility to see everything that happens in order to help the student development process. The teacher's duties include others are centered on educators with center of gravity give direction Motivation to achieve goals short term, facilitating the achievement of goals through adequate learning experiences, and assisting in the development of personal aspects, such as attitudes, values and self-adjustment. Teachers are responsible for a learning atmosphere that is such that it can stimulate students to learn.

Learning is greatly influenced by motivation, both from within and from outside a person, therefore motivation is the driving force that drives a person to do something, including learning, so that... learning objectives are achieved, then in learning Indonesian language high motivation is also needed so that students have a big chance of getting high grades. Indonesian language. The high and low motivation of students to learn can be seen from condition student moment follow lesson.Attention student moment follow the lesson is in progress, the seriousness of students in doing their assignments given by teachers, and improving student learning achievement are assessment factors that can be used as a parameter in measuring increased learning motivation.

High learning motivation will encourage students to be active in the learning process and strive to achieve the best results. In addition to motivation, students' interest in a subject is also an important factor. Students who have high motivation in a subject tend to be more motivated to learn and will find it easier to understand the subject matter. Learning motivation can be increased by giving awards (Dewi & Sumilah, 2017) and motivation can be a driving force to achieve a desired goal (Apriani, 2021) . Learning motivation can also foster

2. Literature Review
2.1. Learning Motivation Theory

Learning motivation is a drive or enthusiasm that can change students from having a low desire to having a high desire to learn, this drive can come from within the student (intrinsic) or from outside (extrinsic) (Faradita, 2021). Learning motivation have a relationship Which close to motive that is encouragement somebody which arises

from within or outside a person which will influence a person's desire to learn, and a conscious effort to direct, move, and maintain a person's behavior so that they are motivated to take action to achieve a certain goal or result (Lestari, 2020).

The motivation that arises within students plays a role in moving students to do something or want to do something. Motivation ensures the continuity of learning activities and provides direction. learning so that objective Which wanted in learning achieved. Motivation to change a person's behavior in directing their energy so that learning activities take place optimally.

The principle of motivation is an integral part of the principles of teaching. The use of Motivation in teach No just complete teaching procedures, but also a factor that determines effective teaching. Thus, teaching based on motivation is very important in the learning and teaching process. The elements that influence learning motivation are ideals or aspirations , abilities learning , condition student And condition environment.

2.2   Types of learning motivation

a. intrinsic motivation, Intrinsic motivation according to Soemanto (in Sahiu & Wijaya, 2017) intrinsic motivation comes from within oneself without the help of motivation from other people , intrinsic motivation is motivation that active or functional that does not require external stimulation, because everyone already has the drive to do something. From the above opinion, it can be concluded that intrinsic motivation is a driving motivation that comes from within a person to carry out a certain goal without any external driving motivation such as from parents or the environment.

b. motivation to learn and achievement in learning Indonesian language Student learning achievement is the result of a process learning. Whether the achievement is good or bad depends on how the learning process takes place and student responses to the process. If the process takes place As expected, without any interference, either internal or external, students' learning outcomes will be successful as expected, and conversely, if there is interference, the results will be far from expectations. As described or explained above, one of the factors for student success is internal factors, student motivation to learn is part of the internal factors.

2.3.   The nature of learning Indonesian

In essence, learning a language is learning to communicate. Therefore, learning Indonesian is directed to improve students' ability to communicate in Indonesian both orally and in writing (Depdikbud, 1995:9). The ability to use language in communication is a goal that must be achieved in language learning. To achieve this goal, an approach is needed in learning that is in accordance with the developmental needs of children. For this reason, in the 1994 basic education curriculum, the guidelines language learning is recommended in order In implementing language learning which includes aspects of listening, speaking, reading, writing, and Indonesian literature, it can be combined or linked with other subjects such as science, social studies, and mathematics (Depdikbud, 1995:12).

From the description above, it can be concluded that Indonesian is a learning material that functions as a communication tool, namely, listening, reading, and writing skills. Each skill is expected to be mastered by students as provisions in the environment. society.teaching Indonesian in SD For class low focused on ability write level beginning. Whereas For high grade Already sued ability think and compose a writing.

2.4 Learning achievement

Learning achievement is a term that has been achieved by individuals as an effort that has been experienced directly and is an activity that aims to obtain knowledge, skills, intelligence, abilities, in certain conditions and situations (Depdikbud, 1994:298). According to Dakhi (2020), learning achievement is the ability possessed by students after receiving learning experiences. Winkel (1983:102), argues that learning achievement is the result of an assessment in the field of knowledge, skills and attitudes as learning outcomes expressed in the form of grades

3. Method
3.1. Type of Research

This type of research is including ex-post facto research which is of a nature correlational. Ex-post facto research here is designed to explain the influence of several established variables. This study tests the previously formulated hypothesis, namely interest and learning motivation on learning achievement.

3.2. Research Variables

The variables investigated in this study are divided into two types, namely independent variables *and* dependent *variables* . The independent variable *in* this study is learning motivation with the symbol X1, while the dependent variable *is* Indonesian language learning achievement with the symbol X2. Y symbol.

### 3. 3 . Population and Research Sample

Population is all over resident Which intended For researched, and population restricted as a number of resident   or Individual Which   A little have One characteristic Which The same (Hadi, 2000:220). Population in this study were students of Samata State Elementary School.

A sample is a portion or representative of the population being studied (Arikunto, 2006: 131). In this case, the researcher used all fifth grade students of State Elementary School Same as a sample. because the number of students is less than 100 children, namely 24 children. This is in accordance with the opinion of Arikunto (2006:134), namely if the subject is less than 100, the research is a population research.

3. 4 . Research Design

This study is an ex-post facto correlational study that aims to determine the relationship between learning motivation and Indonesian language learning achievement of fifth grade students at SD Negeri Samata, Gowa Regency. Design connection between variables study can be described as follows:

X   : Motivation Study Language Indonesia studentsclass V SD Country
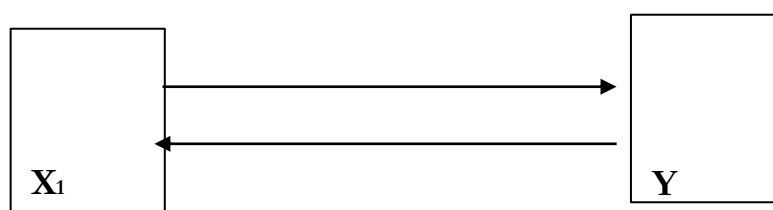
Samata Gowa Regency

Y : Performance Study Language Indonesia fifth grade elementary school students Country Samata Gowa Regency

3. 6 . Operational Definition of Variables

Learning motivation is the overall driving force within the learner that can give rise to guarantees and provide direction in learning activities, in order to achieve the expected learning goals . Learning achievement is the result of an assessment that has been achieved by students after receiving learning experiences expressed in the form of grades.

3. 7 . Data Analysis Techniques

Analysis of data obtained from the research results will use descriptive and inferential statistical analysis. The data collected are in the form of values from questionnaires and questionnaires and the results of direct observation. Through normality and reliability tests, linearity tests and correlation tests.

4. Results and Discussion

This study aims to determine whether there is a significant relationship between learning motivation and learning achievement of Indonesian language learning of grade V students of SD Negeri Samata, Gowa Regency. Data collection was carried out using questionnaires and documentation. The questionnaire was used to determine students' learning motivation and documentation was used to determine the learning achievement of Indonesian language of grade V students of SD Negeri Samata, Gowa Regency. The learning motivation questionnaire was given to grade V students who were the subjects of the study.

Based on the data that has been collected and tabulated, then the data analysis uses a correlation test. The description of the data that will be explained in this study through the description of learning motivation and Indonesian Language Learning Achievement.

4.1 . Motivational data learn student Grade V of Public Elementary School Same Regency Goa

The results of this study confirm that learning motivation is a significant predictor of the learning achievement of Indonesian language in grade V students of SD Negeri Samata . Data analysis shows that students generally show (1) A sense of enjoyment in learning activities, which is indicated by a positive response to interactive learning methods. In addition, (2) The level of self-directed learning is also quite high, indicating an internal initiative to deepen understanding of the material. (3) Awareness of the importance of learning is seen as the main driving factor, with the majority of students (4) Realizing the relevance of the Indonesian language subject to their future prospects. Although the intensity of learning varies, most students (5) Demonstrating consistent commitment to academic tasks and activities. The amount and diversity of learning is also strengthened by the use of various learning resources, such as books, online media, and group discussions . Furthermore, (6) efforts to obtain learning resources are reflected in students' initiatives in seeking additional materials and consulting with teachers. Thus, the combination of these six learning motivation indicators collectively creates a learning environment that supports and contributes positively to the learning achievement of grade V students of SD Negeri Samata, as reflected in the correlation value of 0.925 between learning motivation and learning achievement . Data on learning motivation were obtained from a questionnaire given to grade V students as research subjects. The number of statement items in this questionnaire is 25 items with answer scores of 1 to 4, so that the possible score range is 25 to 100. The lowest score is 25 x 1 = 25, while The highest score

is 25 x 4 = 100. Then each total score is calculated as a percentage score using the following formula

$$: Pk = \frac{Skor\ keseluru\ h\ an}{Jumla\ h\ skor\ maksimal} \times 100\%$$

(Source: Riduwan, 2012)

Table 4.1 Percentage Score Interpretation

Score	Interpretation
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Currently
61% - 80%	Tall
81% - 100%	Very high

Source: (Sugiono, 2016)

1) Descriptive Data on Learning Motivation of Class V Students

Descriptive data on the learning motivation of grade V students are as follows:

Table 4.2 Descriptive Data on Learning Motivation of Class V Students

N (number of students)	28
Max	89
Min	59
Mean	80.8
Range	30
Standard Deviation	6,576

Source: (Sugiono, 2015)

Based on the descriptive data on learning motivation above, it is known that the highest score (Max) is 89, the lowest score (Min) is 59, the average (Mean) is 80.86, and the standard deviation is 6.576.

2) Categorization of Grade V Students' Learning Motivation Scores

The data on the results of student learning motivation obtained are classified into 5 categories, namely very high, high, medium, low and very low. The reading interest score categories in the study can be seen in the following table:

Table 4.3 Learning motivation of Grade V students

Score Range	Frequency	Percentage	Category
0% - 20%	0	0%	Very Low
21% - 40%	0	0%	Low
41% - 60%	1	3.7%	Currently
61% - 80%	11	39.2%	Tall
81% - 100%	16	57.1%	Very Tall
Amount	28	100%	

Source: (Sugiono, 2016)

Based on the frequency distribution table of the learning motivation variables of grade V students above, it can be described in the following diagram:
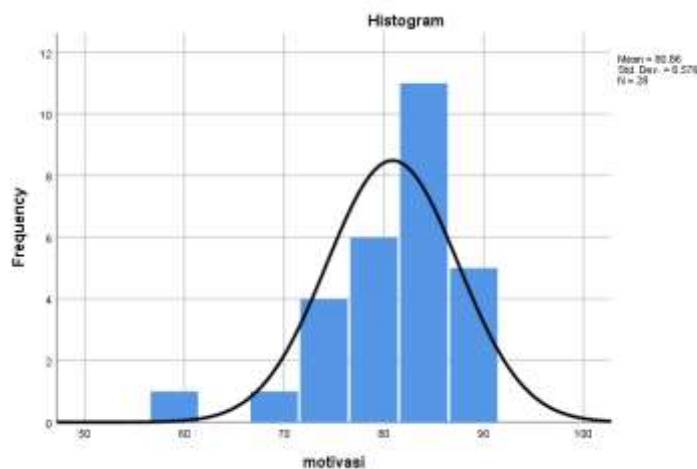
Figure 4.1 Diagram of Class V Student Learning Motivation

Based on the histogram above, the learning motivation of class V students above, it is known that 1 respondent (3.7) is included in the medium criteria, 11 respondents (39.2%) are included in the high criteria and 16 respondents (57.1%) are included in the very high criteria. It can be concluded that the learning motivation of class V students of SD Negeri Samata, Gowa Regency is included in the very high category.

4.2 Performance data Study Indonesian language students Grade V of Public Elementary School Same Goa

Student Learning Achievement Data is the result of documentation of the Indonesian Language Learning Achievement scores of grade V students in the odd semester of the 2024/2025 academic year. Then the student's scores are processed and categorized based on the following guidelines:

Table 4.4 Categories of Student Learning Achievement Values

The number 100	Number 10	Information
80-100	8.0-10.0	Very well
66-79	6.6-7.9	Good
30-39	3.0-3.9 Failed	
56-65	5.6-6.5	Enough
50-55	5.0-55	Not enough

(Source: Arikunto, 2013)

Data on Indonesian Language Learning Achievement of Grade V Students

No.	Class	Student Name	Mark
1		Abizar Azka	82
2		Adelia Putri A	84
3		Ainun Magfira	84
4		Altaf	81

5		Arya is good at wicaksono	86
6		Zakira Talita	87
7		faryat	86
8		The Holy City	88
9		Meysha Farhana Khanza	87
10	V	Muh Fade Febriansyah	87
11		Muhammad Hafiz	84
12		Mercy	80
13		Muh. Jibra Afriadi	84
14		Muhammad Resky	82
15		Najma Dzafira Husna J	87
16		Naura Nur Zahra	86
17		Nuraliyyah S	81
18		Nur Annisa	88
19		Radit	84
20		Filzan	86
21		Princess Bilqis	85
22		Queen Nayla Aurora Kirani	88
23		Regina	83
24		The Ring of Dwi Yanti	83
25		Salwa Al-miraj	87
26		Sesil Seprilia S	87
27		Zahra Ramadhani	86
28		Aldan	89

1)   Descriptive Data on Indonesian Language Learning Achievement of Grade V Students

Data on Indonesian Language Learning Achievement of fifth grade students was obtained based on the results of documentation   of grades in the Indonesian Language subject. The descriptive data on Indonesian Language Learning Achievement of fifth grade students are as follows:

Table 4.5 Descriptive Data on Indonesian Language Learning Achievement of Grade V Students

N (number of students)	28
Max	89
Min	80
Mean	85
Range	9
Standard Deviation	5,921

Source: (Sugiono, 2016)

Based on the descriptive data on learning motivation above, it is known that the highest score (Max) is 89, the lowest score (Min) is 80, the average (Mean) is 85, and the standard deviation is 5.921.

2)   Categorization of Indonesian Language Learning Achievement Scores for Grade V Students
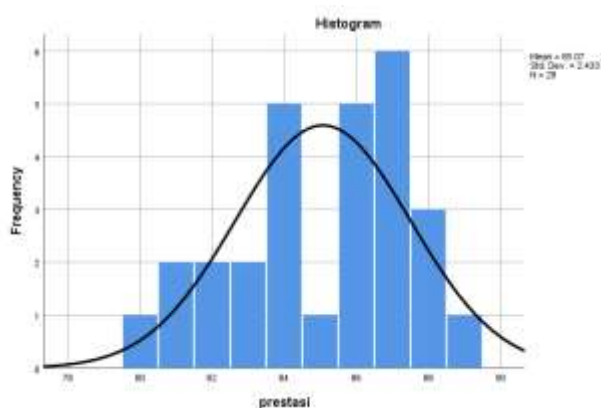
The data of students' Indonesian Language Learning Achievement obtained were classified into 5 categories, namely Very Good, Good, Sufficient, Less and Failed. The category of students' Indonesian Language Learning Achievement scores in the study can be seen in the following table:

Table 4.6 Description of Indonesian Language Learning Achievement of Grade V Students

The number 100	Information	Frequency	Percentage (%)
80-100	Very well	28	100%
66-79	Good	0	0
56-65	Enough 0 0		
40-55	Not enough	0	0
z			
30-39	Fail	0	0
28			100%

Source: (Sugiono, 2016)

Based on the frequency distribution table of the variable Learning Achievement of Indonesian Language Learning for fifth grade students above, it can be described in the following diagram:

Figure 4.2 Diagram of Learning Achievement of Class V Students

From the data, the results obtained were 28 (100%) respondents entered the very good criteria. It can be concluded that the Learning Achievement of Indonesian Language Learning of grade V students of SD Negeri Samata is included in the very good category.

4.3 Relationships Motivation Study with performance Study Indonesian language for fifth grade students of SDN Samata Goa

The correlation test was conducted using Correlation Analysis in SPSS 29 to determine whether there is a Relationship between Learning Motivation and Indonesian Language Learning Achievement of Grade V Students of SD Negeri Samata, Gowa Regency. Then the correlation coefficient or r count can be interpreted according to the following table:

the SPSS 29 output data analysis above, it can be seen that the *correlation value* is 0.925 and the sig. value is 0.000 with N = 28. It turns out that the *correlation value of* 0.925 is greater than the value of *the r product moment table* , which is 0.374. So r $_{count}$ 0.925> r $_{table}$ 0.374 means that there is a correlation analysis coefficient between Learning Motivation and Indonesian Language Learning Achievement of Class V Students of SD Negeri Samata, Gowa Regency. Based on the Correlation Coefficient Interpretation table, the relationship between Learning Motivation and Indonesian Language Learning Achievement of Class V Students of Samata Elementary School, Gowa Regency has a very high level of relationship (0.903).

The results of the analysis of SPSS 29 output data on the hypothesis of the relationship between learning motivation and Indonesian language learning achievement of grade V students of SD Negeri Samata, Gowa Regency, are in accordance with the research hypothesis, namely:

Ho: There is no relationship between learning motivation and learning achievement in grade V students of Samata State Elementary School, Gowa Regency.

H1: There is a relationship between learning motivation and learning achievement in grade V students of Samata State Elementary School, Gowa Regency.

Based on the results of data analysis on the relationship between Learning Motivation and Indonesian Language Learning Achievement of Grade V Students of SD Negeri Samata, Gowa Regency, it can be seen in table 4.7 Analysis Correlations, the sig. value is 0.000. It turns out that the sig. value of 0.000 is smaller than the probability of 0.05 or 0.05> 0.000. So H0 is rejected and H1 is accepted, meaning that the data coefficient is significant.

The results of the correlation analysis are used to measure the relationship in a research variable. In table 4.7 Analysis Correlations, the correlation value is 0.925 and the sig. value is 0.000 with N = 28. It turns out that the correlation value of 0.925 is greater than the value of the r product moment table, which is 0.374. So r count 0.925> r table 0.374 means that there is a correlation analysis coefficient between Learning motivation and Indonesian language learning achievement of grade V students of SD Negeri Samata, Gowa Regency. The conclusion of the research results is that there is a significant relationship between Learning motivation and Indonesian language learning achievement of grade V students of SD Negeri Samata, Gowa Regency. The greater the value of the correlation coefficient of the variable (X), the greater the value of the correlation coefficient on the variable (Y). This means that the higher the student's Learning Motivation, the higher the Indonesian language learning achievement of grade V students of SD Negeri Samata, Gowa Regency.

5. Conclusion

Based on the results of the analysis of research data on the relationship between Learning Motivation and Indonesian Language Learning Achievement of Class V Students of SD Negeri Samata, Gowa Regency. The answers to the formulation of the problem in this study can be concluded as follows. The description of Learning Motivation in class V students of SD Negeri Samata, Gowa Regency, shows a normal distribution with the average value obtained by students on the learning motivation variable value being in the very high category. The description of Indonesian Language Learning Achievement of class V students of SD Negeri Samata, Gowa Regency. shows a normal distribution with the average value obtained by students on the Indonesian Language Learning Achievement variable value being in the very good category. There is a relationship between Learning Motivation and Indonesian Language Learning Achievement of Class V Students of SD Negeri Samata, Gowa Regency. This can be seen from the results of the data analysis of the Learning Motivation variable on Indonesian Language Learning Achievement. So the higher the level of learning motivation in students, the higher the Indonesian Language Learning Achievement of Class V Students of SD Negeri Samata, Gowa Regency . Based on the formulation of the problem and the findings, it can be concluded that this study shows a significant relationship between learning motivation and Indonesian language learning achievement of class V students of SD Negeri Samata.

Reference

[1] Ali, M. (2020). Learning Indonesian language and literature (Basastra) in elementary schools. Pernik: Journal of Early Childhood Education, 3(1), 35–44. https://doi.org/10.31851/pernik.v3i2.4839

[2] Amran, M. S. (2021). Application of constructivist learning theory in mathematics learning. Ilmu Insani, 6(2). https://doi.org/10.33102/ilmuinsani.vol6no2.285

[3] Andini, S., Noviandi, A., Agustini, R., Studi, P., Bahasa, P., & Galuh, U. (2023). Sociological analysis of literature of short story collection The Road to Happiness by Budi Hatees. Literacy: Journal of Indonesian Language and Literature and Its Learning, 7(1), 321–333.

[4] Andira, D. A. (2019). The influence of the concept sentence learning model on narrative writing skills in elementary school students. Concept and Communication, (23), 301–316.

[5] Arikunto. (2019). Analysis of student difficulties in inferential statistics courses. Lebesgue Journal: Scientific Journal of Mathematics Education, Mathematics and Statistics, 1(3), 208–215. https://doi.org/10.46306/lb.v1i3.35

[6] Darmalaksana, W. (2020). Research formula for writing class experience. UIN Sunan Gunung Djati Bandung Writing Class Journal, 2(1), 1–8. http://digilib.uinsgd.ac.id/32620/

[7] Fadhlan. (2021). Law number 20 of 2003 concerning the national education system in efforts to prevent early marriage (underage). Journal of Education and Development, South Tapanuli Education Institute, 9(2), 562–566. https://journal.ipts.ac.id/index.php/ED/article/view/2792/1782

[8] Hasanuddin, Fitrianingsih, Tirtanawati, Sari, Ulfaidah, Setiawan, & Noeruddin. (2024). Assisting junior high school students in writing response texts with the help of the suggestopedia method. GEMBIRA (Community Service), 2(2), 367–380.

[9] Hurin'in. (2021). Development of the suggestopedia method in learning maharah kalam at the intermediate level. Al-Ittijah: Journal of Arabic Language Education, 13(1), 67–83. http://dx.doi.org/10.32678/al-ittijah.v13i1.4343

[10] Jatmiko, H. T. P., & Putra, R. S. (2022). Self-reflection of Indonesian language teachers in differentiated learning at the mover school. Lingua Franca: Journal of Language, Literature, and Its Teaching, 6(2), 224. https://doi.org/10.30651/lf.v6i2.14701

[11] Khaltsum, D., & Utami, U. (2021). Application of the fun learning model in improving the learning outcomes of elementary school students in writing narrative essays. JUDIKDAS: Journal of Indonesian Elementary Education, 1(1), 51–60. https://doi.org/10.51574/judikdas.v1i1.212

[12] Kotijah, S., Yanti, S., Khudori, M., & PIAUD IAI Al-Azhaar Lubuklinggau, P. (2022). Efforts to improve children's language skills through illustrated storybook media at Paud Riadini Trikarya Purwodadi. Tazkirah Journal: Transformation of Islamic Sciences, 7(1), 70–87.

[13] Lozanov, G. (2019). The use of desuggestopedia method in learning English in elementary schools. [Journal name missing], 3, 7788–7802. (Perlu diperiksa nama jurnalnya)

[14] Ni'amah, K., & M, H. S. (2021). Cognitive learning theory and its application in Islamic education. Raushan Fikr Student Scientific Journal, 10(2), 204–217. https://doi.org/10.24090/jimrf.v10i2.4947

[15] Nur, A., & Utami, F. Y. (2022). Anthropological research process and steps: A literature review. Ad-Dariyah: Journal of Dialectics, Social and Culture, 3(1), 44–68. https://doi.org/10.55623/ad.v3i1.109

[16] Nuraeni, W., Sa'adah, U., Utami, A. P., & Setiawaty, R. (2022). Literature review: Improving elementary school students' writing skills with picture media. National Seminar of LPPM UMMAT (Muhammadiyah University of Mataram), 1, 222–232.

[17] Prasetya, D., & Safitri, K. (2020). Suggestopedia method as an alternative in improving elementary school students' learning motivation. TRIHAYU: Journal of Elementary School Education, 6(3). https://doi.org/10.30738/trihayu.v6i3.8145

[18] Suprapto, Kurniawan, R., & Sihaloho, H. (2020). Suggestopedia method as an alternative for rhetoric learning in higher education. Proceedings of the National Online Seminar: Development of Independent Learning Curriculum for the Indonesian Language Education Study Program, 167–172.

[19] Ulfah, A., Zumaisaroh, N., Fitriyah, L., & Jesica, E. (2022). Literacy circle learning model as an innovation in poetry writing learning in the era of independent learning. GHANCARAN: Journal of Indonesian Language and Literature Education, 216–229. https://doi.org/10.19105/ghancaran.vi.7588