

THE EFFECT OF THE PROBLEM BASED LEARNING MODEL, AUDIO VISUAL MEDIA AND SCHOOL ENVIRONMENT ON STUDENTS' MOTIVATION TO LEARN SOCIAL SCIENCES AT SDN BANTARAN 1

Astrie Yunita¹, Lilik Sri Hariani², Dwi Fauzia Putra³

^{1,2,3} Universitas PGRI Kanjuruhan Malang , Indonesia

Email: astrieyunita1234@gmail.com¹, liliksrihariani@unikama.ac.id², dwifauziaputra@unikama.ac.id³

Received: December 2025

Accepted: December 2025

Published: January 2026

Abstract :

This study aims to analyze the influence of Problem Based Learning (PBL), audiovisual media, and school environment on students' learning motivation in Social Studies (IPS) at SDN Bantaran 1. Specifically, it investigates the partial and simultaneous effects of the three independent variables on students' learning motivation. The research employed a quantitative approach with an explanatory research design. The population consisted of all fourth, fifth, and sixth grade students at SDN Bantaran 1, totaling 77 students, who were also used as the research sample (saturated sampling). Data collection was conducted using a Likert-scale questionnaire that has been tested for validity and reliability. The data were analyzed using descriptive statistics and multiple linear regression, including t-test, F-test, and the coefficient of determination (R^2), with the assistance of SPSS software. The results showed that only the school environment variable had a significant positive effect on learning motivation (Sig. = 0.002 < 0.05). In contrast, Problem Based Learning and audiovisual media did not show a significant partial effect. However, all three variables together had a significant simultaneous effect on learning motivation (F = 9.045, Sig. = 0.000). The coefficient of determination (R^2) was 0.271, indicating that 27.1% of the variation in learning motivation could be explained by the three independent variables. These findings suggest that the school environment plays a more dominant role in shaping students' learning motivation, compared to the applied learning model and media used .

Keywords: Problem Based Learning; Audiovisual Media; School Environment; Learning Motivation

INTRODUCTION

Education plays a strategic role in shaping knowledgeable, skilled, and character-driven individuals, in line with the demands of societal development and global dynamics. The success of the educational process is not solely determined by the quality of the curriculum but is strongly influenced by the active involvement of students in the learning process. One internal factor that significantly influences learning success is learning motivation. Motivation serves as a driver, guide, and reinforcer of students' learning behavior in achieving learning objectives. Without adequate motivation, students tend to be passive, lack enthusiasm, easily become bored, and struggle to achieve optimal learning outcomes. Sagala (2020) emphasizes that motivation is an absolute

requirement in learning activities because it acts as a driving force and guide for students' learning activities.

However, the reality on the ground shows that student learning motivation, particularly in Social Studies (IPS), remains relatively low. Initial observations at SDN Bantaran 1 indicate that most students demonstrate minimal participation in IPS learning activities, such as low active participation in class discussions, reluctance to ask or answer questions, and a tendency to be passive in completing learning assignments. This condition reflects a gap between the demands of the curriculum that emphasize active and meaningful learning and learning practices that are still dominated by a teacher-centered approach. This empirical gap demands systematic, evidence-based improvement efforts.

Student learning motivation is not only influenced by internal factors, but also greatly influenced by external factors, such as learning models, learning media, and the school environment. One learning model relevant to the demands of 21st-century learning is *Problem-Based Learning* (PBL). This model emphasizes active student involvement in the learning process through collaborative, contextual problem-solving. PBL provides space for students to think critically, work together, and relate learning materials to real-life situations. Research by Isnaini (2025) proves that the implementation of PBL assisted by interactive media can improve student motivation and learning outcomes. In line with this, Fadila and Dewi (2025) found that the implementation of PBL assisted by animated videos has a positive effect on students' learning motivation and critical thinking skills. These findings strengthen the argument that PBL is an effective learning approach in building student learning motivation.

In addition to learning models, the use of learning media, especially audiovisual media, also plays a crucial role in increasing learning motivation. Audiovisual media can present information simultaneously through visual and auditory elements, making learning more engaging, concrete, and easier to understand. Arsyad (2019) stated that audiovisual media can increase students' absorption of learning materials, reduce boredom, and strengthen memory. Research by Rushertanto and Sumardjoko (2025) further supports these findings by showing that the use of audiovisual media significantly impacts learning motivation and academic achievement of elementary school students. However, the use of audiovisual media at SDN Bantaran 1 is still not optimal, resulting in monotonous learning and less stimulating student learning interest.

Another equally important factor influencing learning motivation is the school environment. A conducive, safe, and clean learning environment, supported by harmonious social relationships among school members, can create a pleasant learning atmosphere and motivate students. Conversely, a less supportive school environment, both physically and socially, can reduce students' enthusiasm and interest in learning. Iswanto and Handayani (2025) demonstrated that the school environment and environment-based learning positively influence learning motivation because students feel closer to the real context of everyday life.

In the context of social studies learning in elementary schools, the challenges faced are increasingly complex with the implementation of the Independent Curriculum, which emphasizes contextual, collaborative learning and focuses on the development of 21st-century skills. However, at the implementation level, many schools still lack the ability to fully realize active and meaningful learning. The dominance of lecture methods, limited use of media, and suboptimal use of the school environment as a learning resource contribute to low student motivation and suboptimal achievement of social studies competencies.

Based on the description, a comprehensive empirical study is needed to analyze the influence of the *Problem Based Learning model*, the use of audiovisual media, and the school environment on students' social studies learning motivation. This study aims to analyze the influence of these three variables, both simultaneously and partially, on students' social studies learning motivation at SDN Bantaran 1. By examining the relationship and contribution of each variable, this study is expected to provide a complete picture of effective learning strategies in increasing social studies learning motivation in elementary schools.

Therefore, the research entitled "The Effect of Problem Based Learning Model, Audio Visual Media, and School Environment on Social Studies Learning Motivation of Students at SDN Bantaran 1" is relevant and important to conduct. The results of this study are expected to provide theoretical contributions to the development of social studies learning studies as well as practical contributions for teachers and schools in designing more innovative, contextual learning, and oriented towards increasing student learning motivation.

RESEARCH METHODS

This study uses a quantitative approach with an explanatory research design that aims to analyze the influence of the *Problem Based Learning* (PBL)

learning model, audiovisual media, and the school environment on students' social studies learning motivation. The study was conducted at SDN Bantaran 1, Bantaran District, Probolinggo Regency, with the research subjects being upper-grade students (grades IV, V, and VI). The choice of the explanatory design is based on the research objective to explain the causal relationship between the independent variables (PBL, audiovisual media, and the school environment) with the dependent variable, namely social studies learning motivation.

The population of this study included all 77 students in grades IV, V, and VI of SDN Bantaran 1. Considering the relatively limited population size and the possibility of reaching the entire population, the sampling technique used was saturated sampling (total sampling), so that all members of the population were used as research samples (Sugiyono, 2019). The selection of upper-grade students was based on the consideration that at this level, students have more systematic thinking skills and are able to actively participate in problem-based learning and the use of learning media.

Data collection was conducted using a questionnaire as the primary instrument, compiled based on the indicators of each research variable and using a Likert scale. The questionnaire was used to measure students' perceptions of the implementation of the PBL model, the use of audiovisual media, the school environment, and their motivation to learn social studies (Sugiyono, 2021). Furthermore, limited observation techniques were used to strengthen data related to the learning process and school environment (Moleong, 2018), while documentation was used as supporting data in the form of student data and school academic conditions (Arikunto, 2019). The research instrument underwent validity testing using *Pearson Product Moment correlation* and reliability testing using Cronbach's Alpha coefficient (>0.30) to ensure the instrument's consistency and reliability (Sumanto, 2022).

The data obtained were analyzed using descriptive and inferential statistics with the help of SPSS software version 27. Descriptive statistics were used to describe the characteristics of each research variable, while inferential analysis was carried out through multiple linear regression to test the effect of independent variables on social studies learning motivation simultaneously and partially. The t test was used to determine the partial effect of each variable, while the F test was used to test the effect of the three variables simultaneously on student learning motivation.

RESULTS AND DISCUSSION

the Problem Based Learning (PBL) Learning Model on Social Studies Learning Motivation

The results of multiple linear regression analysis indicate that the *Problem Based Learning* (PBL) learning model does not have a significant effect on the social studies learning motivation of students at SDN Bantaran 1. This is indicated by the regression coefficient value of 0.283 with a significance level of 0.389 (> 0.05). Statistically, this finding indicates that increasing the intensity of PBL implementation in social studies learning has not been able to provide a meaningful contribution to increasing student learning motivation. Thus, the hypothesis stating that there is an influence of PBL on learning motivation is partially not proven in this study.

Interestingly, the descriptive analysis results indicate that the implementation of PBL is in the high category, with an average score of 4.18. Students assessed that the teacher had implemented the PBL stages quite well, especially in the aspects of providing contextual problems, guiding in understanding the cause-and-effect relationships of social problems, and conducting group discussions. This finding indicates that procedurally, PBL has been implemented in accordance with the learning syntax. However, the high student perception of the quality of PBL implementation does not automatically imply an increase in learning motivation, as reflected in the insignificant results of the partial test. This condition indicates a gap between the quality of the model's technical implementation and its impact on students' affective aspects.

Theoretically, *Problem-Based Learning* is designed to encourage learning motivation through students' active involvement in problem-solving processes relevant to real life. Within the framework of *Self-Determination Theory* (Deci & Ryan, 2020), learning motivation will develop optimally if students' basic psychological needs namely autonomy, competence, and social connectedness are met. Meanwhile, *Situated Expectancy-Value Theory* (Eccles & Wigfield, 2020) emphasizes that learning motivation emerges when students perceive learning activities as having value, meaning, and relevance to their life context. Based on these two theoretical frameworks, PBL conceptually holds great potential in enhancing student learning motivation.

However, the results of this study indicate that this theoretical potential has not been fully realized in the practice of social studies learning in elementary schools. One factor suspected to be the cause is the characteristics of elementary school students who are still at a stage of cognitive development and limited self-

regulation. PBL requires relatively high levels of independent learning, initiative, and self-reflection, so without intensive guidance, students tend to have difficulty interpreting the learning process as a motivating experience. As a result, PBL is perceived more as a regular learning activity, rather than as a learning experience that fosters intrinsic motivation.

This finding aligns with research by Utami and Yulianto (2021), which states that PBL does not always have a significant impact on learning motivation if students are not yet accustomed to independent learning and teachers are not optimal in providing continuous *scaffolding*. In the context of this research, even if teachers have implemented PBL well in general, students still require more intensive guidance, strengthened learning reflection, and feedback oriented towards strengthening a sense of competence and meaningfulness in learning. Without such support, PBL tends to function only as a variation of learning methods, rather than as a motivational strategy.

Thus, the results of this study confirm that the success of PBL in increasing learning motivation is determined not only by the application of learning syntax, but also by student readiness, the quality of teacher guidance, and the support of a conducive learning environment. PBL applied procedurally without strengthening students' reflective, affective, and psychological aspects tends not to have a significant impact on social studies learning motivation. These findings reinforce the view that the effectiveness of PBL in the elementary school context requires pedagogical adaptations that are more sensitive to student characteristics and learning needs.

The Influence of Audio Visual Media on Social Studies Learning Motivation

The results of the multiple linear regression test indicate that the Audio Visual Media variable does not have a significant effect on the motivation to learn Social Studies of students at SDN Bantaran 1. This is indicated by the regression coefficient value of -0.040 with a significance level of 0.895 (> 0.05). This finding indicates that the increased use of audio visual media in Social Studies learning has not been able to provide a statistically significant contribution to students' learning motivation. Thus, the hypothesis stating that there is an influence of audio visual media on the motivation to learn Social Studies is partially not proven in this study.

However, the results of the descriptive analysis showed that the use of audiovisual media received a very high rating from students, with an average score of 4.21. Students assessed the media used as having good visual clarity, an

attractive appearance, and being easy to understand and use both individually and in groups. The aspects of attractiveness of appearance and clarity of material presentation were the indicators with the highest scores. These findings indicate that technically and aesthetically, audiovisual media have met the criteria for good learning media. However, the high student assessment of the quality of the media was not followed by a significant increase in learning motivation, which indicates a lack of synchronization between the technical quality of the media and its impact on students' affective aspects.

From a theoretical perspective, *the Cognitive Theory of Multimedia Learning* (Mayer, 2019) asserts that audiovisual media can improve learning comprehension and retention if designed in accordance with students' cognitive information processing principles. However, increased cognitive comprehension does not always translate directly to increased learning motivation. Meanwhile, *Self-Determination Theory* (Ryan & Deci, 2020) emphasizes that learning motivation will develop if the learning process can support students' psychological needs, namely autonomy, competence, and active involvement. Therefore, audiovisual media is not enough to function only as a means of presenting interesting information, but must be integrated into a learning design that provides space for meaningful participation and engagement for students.

The results of this study indicate that audiovisual media tends to be used as a one-way delivery tool, with students acting as passive recipients of information. They have not been utilized as a means of exploration, discussion, or reflection that allows students to construct meaning from their learning independently or collaboratively. This condition causes audiovisual media to function more as a learning supplement to clarify material, rather than as an instrument that directly stimulates students' intrinsic motivation. This finding explains why, despite being considered technically excellent, its impact on learning motivation is insignificant.

The findings of this study align with those of Rushertanto and Sumardjoko (2025), who stated that the use of audiovisual media does not always impact learning motivation if it is not accompanied by interactive, student-centered learning strategies. Media used without follow-up activities such as discussion, problem-solving, or reflection tends to only increase attention momentarily, not sustained learning motivation.

Thus, the results of this study confirm that audiovisual media used in an informative and less interactive manner tends not to have a significant impact on

students' motivation to learn social studies. For audiovisual media to truly function as a motivating factor, its use needs to be integrated with active learning strategies that encourage student engagement, interaction, and reflection. Media should be positioned as an integral part of the learning design, not simply as a tool to assist in delivering material.

The Influence of the School Environment on Motivation to Learn Social Studies

Unlike the two previous variables, the results of the regression analysis indicate that the school environment has a positive and significant effect on students' motivation to learn social studies. The regression coefficient of 0.685 with a significance value of 0.002 (<0.05) indicates that an increase in the quality of the school environment is significantly followed by an increase in student learning motivation.

The descriptive analysis results support these findings, with the school environment receiving an average score of 4.26, categorized as very high. Students rated the school's physical condition as clean, safe, and comfortable, and assessed harmonious social relations between teachers and students. Social relations and a sense of safety were the indicators with the highest scores, indicating a strong positive school climate.

Theoretically, *the Theory of School Climate* (Cohen & Espelage, 2020) explains that a safe, supportive, and inclusive school environment will increase students' sense of connectedness to school, which ultimately fosters intrinsic motivation. Furthermore, *Ecological Systems Theory* (Bronfenbrenner, 2019) emphasizes that a child's immediate environment, including school, has a direct influence on the development of motivation and learning behavior.

The results of this study align with the findings of Rizqiya and Arifin (2023) and Vebrianto et al. (2022), who stated that the physical and social environment of a school is a primary determinant of elementary school students' learning motivation. A conducive environment creates a sense of comfort, safety, and respect, thus making students more enthusiastic and engaged in the learning process.

Thus, this study confirms that the school environment is the most dominant factor influencing students' motivation to learn social studies. A positive environment serves as the primary foundation supporting the success of learning strategies and media use.

The Simultaneous Influence of PBL, Audio Visual Media, and School

Environment on Social Studies Learning Motivation

The results of the simultaneous test show that Problem Based Learning (PBL), Audio Visual Media, and School Environment together have a significant effect on the social studies learning motivation of students at SDN Bantaran 1. This is indicated by the calculated F value of 9.045 with a significance level of 0.000 (<0.05). This finding confirms that the three variables collectively form a meaningful model in explaining variations in students' learning motivation, although partially not all variables show a significant effect.

The multiple linear regression equation obtained is:

$$Y = 29.873 + 0.283X_1 - 0.040X_2 + 0.685X_3$$

The equation shows that the School Environment (X_3) has the largest positive regression coefficient, thus acting as the dominant factor in the model. Meanwhile, PBL (X_1) has a positive but not yet significant coefficient, and Audio Visual Media (X_2) has a very small and insignificant negative coefficient. Nevertheless, the simultaneous existence of these three variables still makes a significant contribution to the formation of student learning motivation, which is reflected in the overall significance of the model.

The coefficient of determination ($R^2 = 0.271$) indicates that the three independent variables together are able to explain 27.1% of the variation in social studies learning motivation, while the remaining 72.9% is influenced by other factors outside the research model. In the context of social and educational research, this R^2 value is considered moderate and realistic, considering that learning motivation is a multidimensional construct influenced by various psychological, social, and contextual factors (Field, 2018). Other factors such as family support, individual student characteristics, teacher teaching style, and school culture have the potential to contribute to learning motivation.

Theoretically, these findings support the ecological approach to education, which emphasizes that learning motivation is formed through dynamic interactions between individuals and their environment. From the perspective of *Ecological Systems Theory* (Bronfenbrenner, 2019), learning strategies and media are part of the micro-learning process, while the school environment serves as a context that mediates their effectiveness. Furthermore, *Self-Determination Theory* (Ryan & Deci, 2020) emphasizes that learning motivation will develop optimally when learning strategies, media, and the environment jointly support students' needs for autonomy, competence, and connectedness.

The results of this study indicate that a conducive school environment can strengthen the contribution of learning models and media, although neither has shown a significant partial effect. In other words, PBL and audiovisual media have the potential to increase learning motivation when implemented in a school environment that is physically, socially, and psychologically supportive. These findings confirm that learning effectiveness cannot be separated from the quality of the school ecosystem as a whole.

Thus, this study concludes that students' motivation to learn social studies is not determined by a single factor, but rather results from a synergy between learning approaches, media utilization, and the quality of the school environment. Therefore, efforts to increase learning motivation need to be carried out in an integrated manner through strengthening the school climate, improving teachers' pedagogical competence, and integrating contextual and student-centered learning models and media.

Based on the results of the analysis and discussion of each variable, it can be confirmed that the motivation to learn social studies of students at SDN Bantaran 1 is formed through a complex interaction between learning approaches, media utilization, and the quality of the school environment. The results of the simultaneous test show that Problem Based Learning (PBL), Audio Visual Media, and the School Environment together have a significant effect on the motivation to learn social studies, as indicated by the calculated F value of 9.045 with a significance of 0.000 (<0.05). This finding confirms that the three variables form a meaningful unified model in explaining variations in student learning motivation, although partially not all variables show a significant effect.

The regression equation obtained, namely $Y = 29.873 + 0.283X_1 - 0.040X_2 + 0.685X_3$, shows that the School Environment (X_3) has the greatest contribution compared to other variables. This finding is in line with the previous discussion which shows that a safe, comfortable, and supportive school environment has a dominant role in building student learning motivation. Meanwhile, PBL (X_1) and Audio Visual Media (X_2) although not yet showing a significant influence partially, still have a supporting role in the learning model when positioned in the context of a conducive school environment.

The coefficient of determination value of $R^2 = 0.271$ indicates that the three variables simultaneously explain 27.1% of the variation in social studies learning motivation, while the remainder is influenced by factors outside the research model. This confirms that learning motivation is a multidimensional construct,

influenced not only by pedagogical factors and the school environment, but also by individual student characteristics, family support, social interactions, and the learning culture that develops in the school and home environments.

Theoretically, the findings of this study reinforce the ecological approach to education, which views learning motivation as the result of a reciprocal relationship between individuals and their environment. Within the *Ecological Systems Theory framework* (Bronfenbrenner, 2019), learning strategies and media operate at the micro-level of the learning process, while the school environment acts as a context that either enhances or limits their effectiveness. Similarly, *Self-Determination Theory* (Ryan & Deci, 2020) asserts that learning motivation will develop optimally if students' needs for autonomy, competence, and social connectedness are supported in an integrated manner by learning strategies, media, and the school climate.

The results of this study indicate that a conducive school environment serves as the primary foundation enabling learning models and media to function more effectively. Without positive environmental support, the implementation of PBL and the use of audio-visual media tend to be procedural and fail to deeply engage students' affective aspects. Therefore, learning effectiveness cannot be understood in isolation but must be viewed as part of an interconnected educational ecosystem.

Thus, this discussion confirms that improving students' motivation to learn social studies requires a holistic and integrated approach, focusing not only on innovative learning models and media but also on strengthening the quality of the school environment. Efforts to increase learning motivation will be more optimal if carried out through a synergy between developing a positive school climate, improving teachers' pedagogical competence, and utilizing contextual, reflective, and student-centered learning models and media.

CONCLUSION

This study aims to analyze the influence of the *Problem Based Learning* (PBL) model, audio-visual media, and the school environment on elementary school students' social studies learning motivation. Based on the results of multiple linear regression analysis, it was found that each variable has a different level of influence on students' learning motivation. Partially, PBL did not show a significant influence on students' social studies learning motivation. Similarly, audio-visual media did not have a significant influence on increasing learning motivation. These findings indicate that the application of learning models and

media has not automatically impacted students' motivational aspects.

In contrast to these two variables, the school environment has been shown to have a positive and significant influence on students' motivation to learn social studies. A safe, comfortable school environment supported by harmonious social relationships can encourage student engagement and enthusiasm for learning. These results confirm that the physical and social conditions of a school play a strategic role in shaping learning motivation. This research finding aligns with the ecological perspective of education, which positions the environment as a primary contextual factor in the learning process. Therefore, the quality of the school environment is a crucial factor in efforts to improve student learning motivation.

Simultaneously, PBL, audiovisual media, and the school environment significantly influenced students' motivation to learn social studies. These results indicate that learning motivation is formed through the interaction between learning strategies, media utilization, and the quality of the learning environment. The school environment emerged as the most dominant variable in the research model. These findings indicate that the effectiveness of learning models and media is highly dependent on the environmental context in which learning takes place. Therefore, improving students' motivation to learn social studies needs to be done through an integrated approach oriented towards strengthening the school ecosystem as a whole.

REFERENCES

- Arifin, M., Yunira, Y., & Harahap, S. E. (2024). Penerapan model PBL dalam pembelajaran IPAS untuk meningkatkan motivasi dan hasil belajar siswa. *Journal of Education Research*, 5(2), 77–88. <https://jer.or.id/index.php/jer/article/view/1945>
- Arikunto, S. (2019). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Arsyad, A. (2019). *Media pembelajaran* (Revisi ed.). Jakarta: Rajawali Pers.
- Bronfenbrenner, U. (2019). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Cohen, J., & Espelage, D. (2020). A review of school climate research. *Review of Educational Research*, 90(3), 345–377. <https://doi.org/10.3102/0034654320919359>
- Deci, E. L., & Ryan, R. M. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness* (2nd ed.). New York: Guilford Press.
- Eccles, J. S., & Wigfield, A. (2020). From expectancy–value theory to situated expectancy–value theory: A developmental, social cognitive, and

- sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61, 101859. <https://doi.org/10.1016/j.cedpsych.2020.101859>
- Ekayanti, N. W., & Setia, Y. (2023). Penerapan model Problem Based Learning untuk meningkatkan motivasi belajar peserta didik kelas X pada pembelajaran biologi di SMA Negeri 7 Borong. *Prosiding Seminar Nasional Mahasaraswati*, 5, 233–242. <https://ejournal.unmas.ac.id/index.php/mahasenappg/article/view/9836>
- Fadila, Z., & Dewi, R. A. K. (2025). Pengaruh model Problem Based Learning (PBL) berbantuan video animasi terhadap motivasi belajar dan keterampilan berpikir kritis. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(1), 33–42. <https://journal.unpas.ac.id/index.php/pendas/article/view/30930>
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). London: Sage.
- Fosnot, C. T. (2013). *Constructivism: Theory, perspectives, and practice*. New York: Teachers College Press.
- Gunantara, G. S., Zulfiati, H. M., & Hasanah, D. (2023). Efektivitas model Problem Based Learning berbasis media digital untuk meningkatkan motivasi belajar IPAS siswa kelas IV SDN Tegowanuh. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(2), 122–135. <https://journal.unpas.ac.id/index.php/pendas/article/view/16244>
- Hamalik, O. (2011). *Proses belajar mengajar*. Jakarta: Bumi Aksara.
- Isnaini, F. (2025). Penerapan model Problem Based Learning berbantuan media pembelajaran PowerPoint interaktif untuk meningkatkan hasil belajar IPAS kelas V SDN 067240. *Edu Society: Jurnal Pendidikan*, 7(2), 115–128. <https://www.jurnal.permapendis-sumut.org/index.php/edusociety/article/view/1587>
- Iswanto, I. H., & Handayani, Y. Y. (2025). Tinjauan pustaka pembelajaran IPA berbasis lingkungan. *Natural Science Education Research*, 7(1), 120–132. <https://journal.trunojoyo.ac.id/nser/article/view/29897>
- Juhairiah, J., Bahrani, B., & Serli, S. (2021). Pengaruh model Problem Based Learning terhadap motivasi belajar pada mata pelajaran Bahasa Indonesia di Sekolah Dasar Islam Terpadu Azzukhruf. *Borneo Journal of Primary Education*, 2(2), 101–110.
- Jusmawati, J., Abustang, P. B., & Andi, A. (2022). Pengaruh model pembelajaran Problem Based Learning terhadap hasil belajar IPS kelas IV SDN 201 Inpres Tammu-Tammu Kabupaten Polewali Mandar. *Prosiding Seminar Nasional Pendidikan Dasar*, 2(1), 85–92. Universitas Negeri Gorontalo. <https://ejournal.pps.ung.ac.id/index.php/PSNPD/article/view/1058>

- Kristin, F., & Wahyuningtyas, R. (2021). Meta analisis penerapan model pembelajaran Problem Based Learning dalam meningkatkan motivasi belajar peserta didik sekolah dasar. *Mimbar PGSD Undiksha*, 9(2), 164–175. <https://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/32676>
- Latifah, N., Munandar, K., & Prasetyo, W. G. (2023). Peningkatan minat belajar melalui metode role playing berbasis PBL pada Kurikulum Merdeka. *Jurnal Bioshell*, 12(1), 45–56. <https://ejournal.uij.ac.id/index.php/BIO/article/view/2386>
- Madjar, N., & Cohen-Malayev, M. (2016). School climate, sense of coherence, and positive school adaptation: The mediating role of social support. *Psychology in the Schools*, 53(6), 581–595. <https://doi.org/10.1002/pits.21931>
- Masrur, A. (2021). Penggunaan metode pembelajaran variatif dalam meningkatkan motivasi belajar IPS siswa kelas VIII MTs An-Nawawiyah Kediri. *Skripsi, UIN Maulana Malik Ibrahim Malang*. <http://etheses.uin-malang.ac.id/35532>
- Mayer, R. E. (2019). *Multimedia learning* (3rd ed.). Cambridge: Cambridge University Press.
- Moleong, L. J. (2018). *Metodologi penelitian kualitatif* (Edisi revisi). Bandung: PT Remaja Rosdakarya.
- Murdani, M. H., & Sukardi, S. (2022). Pengaruh model Problem Based Learning dan motivasi terhadap hasil belajar siswa. *Jurnal Ilmiah Profesi Pendidikan*, 7(1), 20–28. <https://jipp.unram.ac.id/index.php/jipp/article/view/775>
- Piaget, J. (1970). *Piaget's theory*. In P. H. Mussen (Ed.), *Carmichael's manual of child psychology* (Vol. 1, pp. 703–732). New York: Wiley.
- Pratiwi, N., & Ramadhani, Y. (2021). Media audiovisual berbasis kontekstual untuk meningkatkan motivasi belajar siswa. *Jurnal Teknologi Pendidikan*, 23(2), 110–120.
- Purwanto, R. (2021). Home visit method dalam upaya meningkatkan motivasi belajar siswa sekolah dasar. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 8(1), 15–25. <https://ejournal.radenintan.ac.id/index.php/terampil/article/view/8639>
- Putri, H. E., Defriwanti, W., Adrias, A., & Gamar, F. H. (2024). Penerapan model Problem Based Learning dalam pembelajaran IPS untuk meningkatkan motivasi belajar peserta didik di SD. *Jurnal Inovasi Global*, 3(2), 55–66. <http://jig.rivierapublishing.id/index.php/rv/article/view/119>
- Rahmah, N., & Fitria, I. (2022). Penerapan Problem Based Learning (PBL) berbasis diskusi untuk meningkatkan hasil belajar peserta didik SMK Negeri Alu Kabupaten Polewali Mandar Sulawesi Barat. *Jurnal Pemikiran dan Pengembangan Pendidikan*, 3(2), 155–168. <http://ejournal-jp3.com/index.php/Pendidikan/article/view/264>

- Rahmawati, D. (2024). Penerapan model Problem Based Learning berbantuan multimedia untuk meningkatkan motivasi belajar IPS di SD 69 Balang-balang. *Jurnal Pendidikan Dasar Indonesia*, 9(1), 33–45.
- Rachmawati, A., & Syamsul, S. (2021). Integrasi model pembelajaran, media interaktif, dan iklim sekolah dalam meningkatkan motivasi belajar siswa SD. *Jurnal Pendidikan*, 22(2), 145–157.
- Reba, Y. A., Mataputun, Y., Sawitri, E., & Saud, H. (2021). The effectiveness of group guidance with psychodrama techniques in overcoming student learning saturation. *Efektor: Jurnal Pendidikan dan Pembelajaran*, 8(2), 122–131. <https://ojs.unpkediri.ac.id/index.php/efektor/article/view/25351>
- Rizqiya, N., & Arifin, A. (2023). Pengaruh lingkungan sekolah terhadap motivasi belajar siswa SD. *Jurnal Ilmu Pendidikan*, 29(1), 55–66.
- RosaKhaerunnisa, A., Dewi, E. M. P., & Akmal, N. (2022). Pengaruh model pembelajaran Problem Based Learning terhadap motivasi belajar siswa. *Indonesian Journal of Learning Education and Counseling*, 4(1), 73–81. <https://doi.org/10.31960/ijolec.v4i1.209>
- Rushertanto, A. D., & Sumardjoko, B. (2025). Penggunaan media audio visual dalam pembelajaran Pendidikan Pancasila di sekolah dasar terhadap motivasi belajar dan prestasi akademik siswa. *Didaktika: Jurnal Pendidikan*, 15(1), 55–67. <https://mail.jurnaldidaktika.org/contents/article/view/2688>
- Sagala, S. (2010). *Konsep dan makna pembelajaran*. Bandung: Alfabeta.
- Safitri, R., Hadi, S., & Widiasih, W. (2023). The effect of the Problem Based Learning model on the students' motivation and learning outcomes. *Jurnal Penelitian Pendidikan IPA*, 9(3), 477–486. <https://jppipa.unram.ac.id/index.php/jppipa/article/view/4772>
- Sanjaya, W. (2021). *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta: Kencana.
- Sardiman, A. M. (2018). *Interaksi & motivasi belajar mengajar*. Jakarta: Rajawali Pers.
- Shofarina, M. Z. (2022). *Penerapan model pembelajaran Problem Based Learning (PBL) terhadap kemampuan berpikir kritis dan aktivitas belajar peserta didik pada materi hidrolisis*. Skripsi, Universitas Islam Negeri Walisongo Semarang. <https://eprints.walisongo.ac.id/22813/>
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2021). *Statistika untuk penelitian*. Bandung: Alfabeta.
- Sumanto. (2022). *Metodologi penelitian pendidikan*. Yogyakarta: Pustaka Pelajar.
- Suparno, P. (2019). *Teori perkembangan kognitif Piaget*. Jakarta: Gramedia.

- Suprijono, A. (2016). *Cooperative learning: Teori & aplikasi Paikem*. Yogyakarta: Pustaka Pelajar.
- Susanti, D., & Nurhadi, H. (2022). Kolaborasi metode pembelajaran aktif dan media interaktif untuk meningkatkan motivasi belajar. *Jurnal Inovasi Pendidikan*, 12(3), 199–210.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357–385. <https://doi.org/10.3102/0034654313483907>
- Uno, H. B. (2016). *Teori motivasi dan pengukurannya*. Jakarta: Bumi Aksara.
- Utami, R., & Yulianto, B. (2021). Efektivitas Problem Based Learning terhadap motivasi belajar IPS di sekolah dasar. *Jurnal Ilmu Pendidikan Dasar*, 8(2), 77–88.
- Umardiyah, F., Zuhriawan, M. Q., & Satiti, W. S. (2023). Efektivitas problem-based learning berbantuan media kartu etnomatematika batik Jombang dalam meningkatkan motivasi belajar peserta didik SMP. *Jurnal Tadris Matematika*, 6(1), 11–23. <https://core.ac.uk/download/pdf/604367128.pdf>
- Vebrianto, R., Suryani, F., & Ananda, R. (2022). Lingkungan sekolah dan motivasi belajar anak usia sekolah dasar. *Jurnal Pendidikan Dasar*, 10(1), 12–23.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wahyuni, T., & Putra, A. (2022). Pemanfaatan media audiovisual dalam pembelajaran aktif untuk meningkatkan motivasi siswa. *Jurnal Pendidikan dan Pembelajaran*, 29(2), 155–166.
- Watson, J. B. (1913). Psychology as the behaviorist views it. *Psychological Review*, 20(2), 158–177. <https://doi.org/10.1037/h0074428>
- Wijnia, L., Loyens, S. M., Derous, E., & Schmidt, H. G. (2018). The role of problem-based learning in motivation and learning. *Learning and Instruction*, 54, 1–13. <https://doi.org/10.1016/j.learninstruc.2017.12.003>
- Wulandari, A. Y. R., & Wahyuni, E. A. (2024). Pengembangan media pembelajaran IPA terpadu berbasis Wix tema Garam Madura. *Inkuiri: Jurnal Pendidikan IPA*, 13(2), 77–89.