*Jurnal Mantik, 6 (3) (2022), ISSN 2685-4236 (Online)*
Published by: Institute of Computer Science (IOCS)

Jurnal Mantik

Journal homepage: www.iocscience.org/ejournal/index.php/mantik/index

# The Effect of Concept Map Learning, Problem Solving and Achievement Motivation on Indonesian Learning Outcomes

Sunarni[1], Hari Karyono[2], Wawan Gunawan[3]
[1,2,3]Universitas PGRI Adi Buana Surabaya

A R T I C L E I N F O

*Article history:*

Received Jul 19, 2022
Revised Aug 20, 2022
Accepted Sept 20, 2022

*Keywords:*

Concept Maps
Problem Solving
Achievement Motivation
Learning Outcomes.

ABSTRACT

The purpose of this study was to determine the effect of concept map learning, problem solving and achievement motivation on Indonesian language learning outcomes. The method used in this research is experimental. The research population was all students of Class IX SMPN I and SMPN 2 Sidoarjo. As a sample, the students of Class IX A and B are 123 students. The results showed that: (1) there was a significant difference in Indonesian language learning outcomes between those taught using the concept map learning model and those taught problem solving by Class IX students at SMPN 1 and SMPN 2 Sidoarjo, (2) there was a significant difference in the results. learning Indonesian between students who have high achievement motivation and students who have low achievement motivation for Class IX students of SMPN 1 and SMPN 2 Sidoarjo, and (3) there is an interaction between concept map learning methods, problem solving and achievement motivation on the acquisition Indonesian language learning outcomes for Class IX students at SMPN 1 and SMPN 2 Sidoarjo. Based on the research results, the following suggestions can be made: (1) the application of the concept map method can be used as an alternative to improve student learning outcomes in the learning process, and (2) teachers should be able to be more creative in creating a pleasant atmosphere in the classroom.



*Corresponding Author:*

Sunarni,
Universitas PGRI Adi Buana Surabaya,
Universitas PGRI Adi Buana Surabaya di Kampus Menanggal. Alamat: Jl. Dukuh Menanggal XII, Surabaya 60234 Jawa Timur, Indonesia.
Email: sunarni.nanie@gmail.com

## 1. INTRODUCTION

According to the National Education System Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and teaching and learning process so that students actively develop the potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Learning is a change in behavior, where the change can lead to better behavior, but it is also possible to lead to worse behavior. Learning is a process that cannot be seen in real terms, the process occurs within a person who is experiencing learning (Puwanto, 2017).

The success of learning Indonesian subjects in schools is influenced by various factors, including the learning methods used by teachers. Student motivation and a conducive teaching and learning situation that supports the achievement of optimal learning outcomes.

In addition to the learning methods used, the success of teaching is also determined by the activities of the students themselves. The learning activities of each student are not the same. Student learning activities can arise because of a reason that encourages students to do something. To improve students' understanding of the material being taught, students need a lot of practice working on questions. Thus, to obtain maximum learning outcomes on the material being studied using a concept map, it must be supported by high student activity. Given the importance of the activeness of students in understanding the material in the teaching and learning process, teachers are expected to create teaching and learning situations that involve more active students.

Concept map is a method where the concept refers to skills, the ability of students to be more active in thinking, easier to be creative about the material that has been taught. The benefits of concept maps are able to make students creative in designing concept map charts and innovative in developing thinking and imagining. The concept map method can also assist teachers in developing subject matter through concept charts, so that students are more interested in learning.

The use of concept maps is a teacher's effort to streamline Indonesian language learning in understanding Indonesian language material. This effort is made so that students are able to understand, develop their thinking and imagination in the students themselves and identify Indonesian correctly. These efforts become inspiration and motivation for researchers to conduct research using the concept map method.

McClelland also found that students with low achievement motivation tended to think more about uncertainty, obstacles, obstacles, and the possibility of getting an unexpected event (coincidence) when the association is raised about success than students with high achievement motivation (McClelland, 1976). Meanwhile, according to Santrock (2008) formulated that achievement motivation is an urge to perfect something, to achieve a standard of excellence and to devote all efforts to excel. So achievement motivation is very dependent on one's efforts and efforts.

Paying attention to the theory, the researcher concludes that achievement motivation is the need for something (achievement), so that produce energy that can encourage / support students to carry out an activity / effort that is more than average to achieve excellence in achievement and gain self-satisfaction. So, motivation

Achievement is the driving force that allows a person to achieve what he wants. Students who have high achievement motivation tend to always try above average to achieve what they want despite experiencing obstacles and difficulties in achieving it.

The problem-solving learning model aims to make students stimulated by the task and actively seek and research the problem-solving themselves. Finding their own sources and they study together in groups are expected to be able to express opinions and formulate conclusions, refute and defend their opinions.

From the two learning models, namely concept maps and problem solving are learning techniques used in research, while the level of achievement motivation in this study is limited to the high and low achievement motivation which can be seen from the behavior of students, such as expectations for success, hard work, worries about failure, and the desire to get a higher score. This is an indicator used in this study. In this case, it is predicted that the learning outcomes of students are learning outcomes that cannot be separated from the behavior they show.

Class IX Indonesian language subject matter contains a lot of new concepts and terms, so that many students have difficulty in learning it (Sunarni, 2016).

Based on the preliminary study that the researchers conducted at SMPN 1 and SMPN 2 Sidoarjo, it was found that the students' spirit of competition was low. When the

Indonesian language learning process takes place, students are less active in discussions and in teaching and learning activities in class. Students are also often late in completing assignments, both structured and unstructured tasks. This also has an impact on the decline in student achievement in Indonesian subjects at SMPN 1 and SPMN 2 Sidoarjo. All of these are indicators of the low achievement motivation of students. Therefore, researchers are interested in conducting correlational research related to achievement motivation and student learning outcomes, especially in Indonesian subjects.

With the diversity of motivations that students have and are applied in the process of teaching and learning activities carried out by students teachers in schools, especially in Indonesian subjects, will also have an impact on the diversity of learning outcomes that students get. For students who have high achievement motivation, students will make maximum efforts in their learning efforts to obtain optimal learning outcomes in Indonesian subjects, and vice versa. Thus, the high and low learning outcomes are directly proportional to the high and low achievement motivation of students.

Based on the description above, the researcher is interested in studying the influence of concept map learning, problem solving, and achievement motivation on Indonesian language learning outcomes for Class IX students at SMPN 1 and SMPN 2 Sidoarjo. Buzan (2010) & Septiana (2011), state that concept maps will automatically associate new information with information already stored in the brain. In other words, concept maps can be interpreted as media in the form of graphic illustrations that are used to connect concepts to other concepts in the same category.

Concept maps developed by Tony Buzan in the 1970s are based on the workings of the brain. Our brains remember information in the form of images, symbols, shapes, sounds, music and feelings. The brain stores information with patterns and associations like a tree with its branches and branches. So, the brain does not store information word by word or column by column in neat line sentences as we issue it in language (DePorter & Hernacki, 2002), so to be able to quickly recall what we have learned we should learn to imitate how it works. The brain is like a tree with branches and twigs accompanied by pictures, colors, symbols, patterns and associations, namely in the form of a tree-like concept/mind map. Thus, the process of presenting and capturing lesson content in concept maps approaches the natural process of thinking. Concept maps use visual and sensory reminders in a pattern of related ideas, such as road maps used for learning, organizing, and planning. These maps can generate original ideas and trigger memories with ease, much easier than traditional note-taking. Therefore, functionally, mind maps are defined as utilization techniques whole brain by using visual images and other graphic infrastructure to form impressions. (Dryden & Vos in Sugiyanto, 2010), (Azmi, 2011).

According to Robert L. Solso (in Mawaddah, 2015), problem solving is a thought that is directed directly to determine a solution or way out for a specific problem. According to Polya (Indarwati, 2014) problem solving is an attempt to find a way out of a difficulty and achieve goals that cannot be achieved immediately. According to Gunantara (2014) problem solving ability is the skill or potential that students have in solving problems and applying them in everyday life. According to Mawaddah (2015), the ability to solve mathematical problems is the ability to identify elements that are known, asked, and the adequacy of the elements needed, able to create or compile mathematical models, be able to select and develop solving strategies, be able to explain and check the correctness of the answers obtained.

According to Erwin (2016) problem solving ability indicators Among them are as follows: (1) understanding the problem, (2) preparing a settlement plan, (3) completing a settlement plan, and (4) reviewing the entire answer. Problem solving provides enormous benefits to students in seeing the relevance of mathematics to other learning, as well as real life. Given its potential role, many education experts argue that problem solving is an integral part of all learning, and a key aspect of working on all other aspects of learning.

The advantages and disadvantages of problem solving are: The advantages of problem solving are: (1) educating students to think systematically, (2) being able to find various ways out of a difficulty encountered, (3) learning to analyze a problem from various aspects, and (4) teach students to believe in themselves. The weaknesses of problem solving are: (1) it takes quite a lot of time, (2) if the group is explored, the ability of its members is heterogeneous, then smart students will dominate the discussion while students who are less intelligent become passive listeners.

Understanding motivation according to Purwanto (2007) motivation is a conscious effort to move, direct, and maintain a person's behavior so that he is encouraged to act to do something so as to achieve certain results or goals.

According to Sukmadinata (2005), achievement motivation is the motivation to compete either with himself or with others in achieving the highest achievement. Another opinion expressed by Djaali (2012), achievement motivation is one of the factors that determine success in learning. The size of the influence depends on its intensity.

So, it can be concluded that achievement motivation is a encouragement that arises from within and from outside the individual which is manifested in the efforts made by students in teaching and learning activities to achieve the highest achievement. Most students would want to get a good achievement. In general, students will approach things that are fun, therefore the teacher must be able to create a pleasant atmosphere so that students are always willing to learn.

Learning outcomes according to Gagne & Briggs (1979) are abilities-abilities possessed by students as a result of the act of learning and can be observed through the appearance of students (learner performance). In the world of education, there are various types of learning outcomes that has been put forward by experts, including Gagne (1989) suggests five types of learning outcomes, namely intellectual skills, cognitive strategy, verbal information, motor skills, and attitude.

Reigeluth (1999) argues that learning outcomes or learning can also be used as an influence that provides a measure of the value of alternative methods (strategies) under different conditions. He also said specifically that learning outcomes are a performance (performance) which is indicated as a capability (ability) that has been obtained. Learning outcomes are expressed in the form of (specific) behavioral goals (performance). (Suprihatiningrum, 2016).

According to Dimyati & Mudjiono, learning outcomes are the result of an interaction of act of learning and act of teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes. From the side of students, learning outcomes are the end of teaching from the top of the learning process.

Learning outcomes are closely related to learning or the learning process. Learning outcomes at the target are grouped into two groups, namely: knowledge and skills. Knowledge is divided into four types, namely knowledge of facts, knowledge of procedures, knowledge of concepts, and skills to interact.

Several research results show that the quality of learning outcomes (learning achievement) is also suspected to be influenced by the high and low achievement motivation which can be seen from the report card scores. To show the high or low or good or bad learning outcomes achieved by students, there are several ways. One method that is commonly used is to score the abilities or skills possessed by students after participating in the learning process.

## 2. RESEARCH METHOD

Research design or design can be interpreted as a process of analysis and research data collection. The research design is basically the whole thought process, careful research, and things that will be used as guidelines during the research. According to Santosa (2005), research design is the process of forming something starting from planning, which is

carried out in stages. The research design is made to provide accountability for all the steps that will be taken.

The population in this study were all students of Class IX at SMPN 1 and SMPN 2 Sidoarjo. According to Sugiyono (2019), population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. If someone wants to examine all the elements that exist in the research elements, then the research is a population study. The population of this study were all students of Class IX of SMPN 1 and SMPN 2 Sidoarjo, totaling 168 students. While the sample amounted to 123 students. The sampling technique used in this study was simple random sampling. According to Sugiyono (2019), it is said to be simple (simple), because the sampling of members of the population is carried out randomly without regard to the strata in the population.

The data collection techniques used in this study were: (1) Achievement motivation questionnaire (questionnaire) and (2) Indonesian language learning outcomes test. According to Sugiyono (2019), data analysis is an analysis based on the data obtained, which is then developed into a hypothesis. The technique obtained from this study uses a parametric test device, because the assumptions underlying its use are met, so that the test device is very strong to test the null hypothesis. The analysis used is a two-factor analysis of variance or two-factor ANOVA. Before the data was processed, the analysis requirements were first tested, namely normality and homogeneity tests on achievement motivation scores and learning outcomes scores for Indonesian subjects.

## 3. RESULTS AND DISCUSSION

### 3.1 The Influence of Concept Map Learning Models and Problem Solving on Learning Outcomes of Indonesian Language Subjects

Based on the results of data analysis, the F value for the method is 15.133 with a significance value of <0.05, this means that there are differences in learning outcomes using concept maps, problem solving with conventional learning outcomes. The difference that occurs is caused by the method given. So the method of learning concept maps and problem solving on the learning outcomes of Indonesian subjects in Class IX students of SMPN 1 and SMPN 2 Sidoarjo.

Learning through concept maps will make it easier for students to understand the material being taught systematically based on concept rules compiled through concept maps. Concept maps are basically a summary of the material in the form of depictions of concepts and their interrelationships between concepts. Concept maps are used to express meaningful relationships between concepts in the form of propositions. Concept maps not only describe important concepts but also make connections between them.

With a good concept, a person will find it easier to build a frame of mind and be able to communicate his frame of mind well. This is in accordance with Arends (2008) who stated that "Concepts are the basic building blocks for thinking and communication." (concepts are the basis for building structures for thinking and communicating). Therefore, meaningful learning is easier to take place, if new concepts are associated with inclusive concepts. Concept maps can show visually various ways that can be taken in connecting the understanding of concepts in the problem. Learning that emphasizes concepts in the field of History is better than learning isolated facts. Learning with a concept approach allows students to easily understand the material and helps the memory of the subject being studied.

The application of the concept map learning model, based on research conducted by Nursoviani, Sahal & Ambara (2019) showed that the learning outcomes of third grade students of Madrasah Ibtidaiyah Cidolog, Cidolog District, Ciamis Regency in social studies subjects subject to types of work using Mind Mapping learning media Type Network Tree has increased, it can be seen from the results of the evaluation of student learning from

cycle I to cycle III, the first cycle obtained an average value of 72.7 in the range of 50% completeness on the criteria that reached the KKM score of 9 students and have not reached the KKM score as many as 9 students, increasing in the second cycle obtained an average value of 83.6 in the range of 72% completeness on the criteria that reach the KKM score as many as 13 students and those who have not achieved the KKM score as many as 5 students, and the third cycle obtained an average value of 91.3 in the range of 94% completeness with criteria y who achieved the KKM score were 17 students and those who had not achieved the KKM score were 1 student.

Another research that examines the influence of the concept map learning model, put forward by Mukhlason, Degeng & Sihkabuden (2015), based on the results of the study shows that: (1) there are differences in learning outcomes between classes that use the concept map strategy and classes that use summary strategies, (2 ) there are differences in student learning outcomes in students who have high achievement motivation with students who have low achievement motivation. (3) there is no interaction between the use of learning strategies (concept maps and summaries) with the level of achievement motivation on the learning outcomes of History.

3.2 The Influence of Achievement Motivation on Indonesian Language Learning Outcomes for Class IX Students of SMPN 1 and SMPN 2 Sidoarjo.

Based on the results of data analysis, there is an F value for = 24,434 with a significance of 0.000, if using a significance level of = 5%, it can be said that there are differences in the learning outcomes of Indonesian Class IX students at SMPN 1 and SMPN 2 Sidoarjo with high achievement motivation and high achievement motivation. study with low achievement motivation. The difference that occurs is caused by achievement motivation. So achievement motivation affects the learning outcomes of Indonesian students in Class IX SMPN 1 and SMPN 2 Sidoarjo.

Sari & Taman (2013) show in their research that there is a positive and significant influence on Achievement Motivation on Financial Accounting Learning Achievement for Class XI Students of Accounting Skills Competence at SMK Negeri 1 Pengasih for the Academic Year of 2012/2013. This shows that the higher the achievement motivation, the accounting learning achievement is also high, otherwise if the student achievement motivation is low, the financial accounting learning achievement is also low.

Abdullah & Qomaria (2017), based on the results of the study, it can be concluded that there is a positive correlation or relationship between achievement motivation and student learning outcomes in science subjects at SDN 8 Tilongkabila, Tilongkabila District, Bone Bolango Regency. This is evidenced by the correlation coefficient value of 0.460 with a significance level according to the coefficient of determination of 21.2% and the significance test of the correlation coefficient with the t-test obtained by the value of tcount (3.108) > table price (2.024) for the error level = 0.05 and dk (n-2). Thus H0 is rejected and HA is accepted.

Other studies, which show that achievement motivation affects learning outcomes, were put forward by Dewi (2014) who stated the results of the study, namely that through the regression equation = 9.297 + 0.024X2 with a percentage of 18.7% explained that there was a relationship between achievement motivation and learning outcomes. students in science subjects.

Suryana (2012) also concludes that there is a significant correlation between achievement motivation and student learning outcomes with the coefficient of determination is 28.6%, which means that only 28.6% has a significance level that has a positive correlation between achievement motivation with learning outcomes.

3.3 Effect of Concept Map Learning Model, Problem Solving, and Achievement Motivation on Indonesian Language Learning Outcomes for Class IX Students of SMPN 1 and SMPN 2 Sidoarjo

Based on data analysis, the F value for the interaction of the concept map learning method and achievement motivation is 3.974 with a significance of 0.048. If a significance

value of = 5% is used, it means that there is an interaction of concept map learning models, problem solving and achievement motivation on the acquisition of Indonesian language learning outcomes for Class IX at SMPN 1 and SMPN 2 Sidoarjo.

According to Ibrahim, et al. (2010), that the teaching system chosen by the teacher determines an interaction to determine learning outcomes, the delivery system in question is the teaching method. Meanwhile, regarding the effectiveness of the influence of the concept map learning model, Fardyanti (2021) stated in his research that the application of this concept map method can affect Arabic learning for class VIIIB.2 SMP Unismuh, this is evidenced by the average score of students in learning Arabic. after the implementation of the first cycle is 72.2 from the ideal score of 100, while the average score of the Arabic learning outcomes in the second cycle has increased by 80 in the medium category from the ideal score of 100. Where the learning mastery of students is around 90%. In addition, Fradyanti (2021) also suggests that the application of the concept map method in the Arabic learning process can increase the activeness of students in class VIIIB.2 SMP Unismuh.

Meanwhile, the effect of learning and problem solving models on student attitudes was suggested by Lufri (2004) who concluded from the results of his research that problem-solving-based learning combined with concept maps and problem-solving-based learning significantly improved the average score. student attitudes towards learning methods rather than traditional learning. Meanwhile, between problem-solving-based learning combined with concept maps and problem-solving-based learning alone, there is no significant difference in increasing the average score of students' attitudes towards learning methods.

Based on the discussion above, it can be stated that the learning model of concept maps, problem solving and achievement motivation on Indonesian language learning outcomes for Class IX SMPN 1 and SMPN 2 Sidoarjo. It was also found that there was an interaction between the concept map learning model, problem solving and achievement motivation on the Indonesian language learning outcomes of the Class IX students of SMPN 1 and SMPN 2 Sidoarjo.

## 4. CONCLUSION

Based on the results of the research and discussion above, it can be concluded as follows: (1) there is a significant difference in the learning outcomes of Indonesian subjects between students who are taught using the concept map learning model and those taught using problem solving for Class IX students at SMPN 1 and SMPN 2 Sidoarjo, (2) there is a significant difference in the learning outcomes of Indonesian subjects between students who have high achievement motivation and students who have low achievement motivation for Class IX students of SMPN 1 and SMPN 2 Sidoarjo, and (3 ) there is an interaction between the concept map learning method, problem solving and achievement motivation on the acquisition of Indonesian language learning outcomes for Class IX students at SMPN 1 and SMPN 2 Sidoarjo.

Based on the conclusions above, the following suggestions can be made: (1) the application of the concept map method can be used as an alternative to influence student learning outcomes in the Indonesian language learning process, (2) teachers should be able to be more creative in creating a pleasant atmosphere in class so that students are not bored and tense and always try to involve students directly in the learning process, and (3) in every teaching and learning activity in class, teachers should provide guidance and achievement motivation to students, so that with high achievement motivation , students can obtain optimal learning outcomes.

REFERENCES

Abdullah, G. & Qomaria, S. (2017). Hubungan antara Motivasi Berprestasi dengan Hasil Belajar Siswa pada Mata Pelajaran IPA di SDN 8 Tilongkabila Kabupaten Bone Bolango. *Jurnal Entropi,* Volume 12 , Nomor 1, Februari 2017 (PP. 61-66)

Arends, R.I. (2008). *Learning To Teach: Belajara untuk Mengajar. Edisi Ketujuh, Buku Satu.* Yogyakarta: Pustaka Belajar.

Azmi, A. (2015). Pengaruh Model Pembelajaran Berbasis Masalah Dengan Metode Eksperimen Terhadap Hasil Belajar Fisika Siswa Kelas X Sman 1 Gunungsari Kabupaten Lombok Barat Tahun Pelajaran 2014/2015. *Jurnal Pendidikan Fisika Dan Teknologi*, Volume I No 3, Juli 2015.

Buzan, T. (2010). *Buku Pintar Mind Map*. Jakarta: Gramedia.

De Porter, Bobbi & Hernacki, Mike. (2004). *Quantum Learning.* Jakarta: Kaifa.

Dewi, dkk. (2014). Hubungan Sikap Ilmiah dan Motivasi Berprestasi dengan Hasil Belajar IPA pada Peserta didik Kelas V SD di Gugus II Laksamana Kabupaten Jembrana. Vol.2, No. 1. *e-Journal MIMBAR PGSD Universitas Pendidikan Ganesha.*

Dimyati & Mudjiono. (2006). *Belajar dan Pembelajaran.* Jakarta: PT Rineka Cipta.

Djaali. (2012). *Psikologi Pendidikan.* Jakarta: Bumi Aksara.

Erwin Sulaiman, dkk. (2016). Upaya Peningkatan Kemampuan Pemecahan Masalah Matematika Siswa Melalui Strategi Problem Based Learning Pada Kelas VIII C SMP Muhammadiyah 29 Sawangan Depok. *Jurnal Pendidikan Matematika & Matematika*. 2(1) 37-38.

Fardyanti, A. (2021). Pengaruh Metode Peta Konsep terhadap Pembelajaran Bahasa Arab Kelas VIII SMP Unismuh Makasar. *Al-Maraji', Jurnal Pendidikan Bahasa Arab*, Volume 5. Nomor 1 Juni 2021.

Gagne, Robert M. (1989). *Kondisi Belajar dan Teori Pembelajaran.* Terjemahan oleh Munandir. Jakarta: PAU Dirjen Dikti Depdikbud.

Gunantara, dkk. (2014). Penerapan Model Pembelajaran Problem Based Learning untuk Meningkatkan Kemampuan Pemecahan Masalah Matematika Siswa Kelas V. Jurnal Mimbar PGSD Universitas Pendidikan Ganesha *Jurusan PGSD*, Vol.2(1).

Ibrahim, M., dkk. (2010). *Pembelajaran Kooperatif.* Surabaya: University Press.

Lufri. (2004). Pemecahan Masalah dan Peta Konsep dalam Perkuliahn Perkembangan Hewan: Analisis Sikap Mahapeserta didik terhadap Pemebelajaran. *Jurnal Forum Pendidikan*, No. 02. Vol.29, Agustus 2004.

Mawaddah, Siti, Anisah, Hana. (2015). Kemampuan Pemecahan Masalah Matematis Siswa Pada Pembelajaran Matematika Dengan Menggunakan Model Pembelajaran Generatif *(Generatif Learning)* di SMP. *FKIP Universitas Lambung Mangkurat.* Volume 3, No 2, Oktober 2015.

McClelland, David C. (1976). *The Achievement Motive.* New York: Irvington Publisher, Inc.

Mukhlason, M., Degeng, I.N.S., & Sihkabuden. (2015). Pengaruh Strategi Pembelajaran (Peta Konsep dan Rangkuman) dan Motivasi Berprestasi terhadap Hasil Belajar Pembelajaran Sejarah. *Jurnal Inovasi dan Teknologi Pembelajaran*, Volume 2, Nomor 1, Oktober 2015, hlm. 205-291

Nursoviani, L.D., Sahal, Y.F.D, & Ambara, B. (2019). Penerapan Media *Mind Mapping* Tipe *Network Tree* untuk Meningkatkan Hasil Belajar Peserta didik pada Mata Pelajaran Ilmu Pengetahuan Sosial Madrasah Ibtidaiyah. *BESTARI,* Volume 16, No. 2, 2019.

Purwanto, N. (2017). *Psikologi Pendidikan.* Bandung: PT Remaja Rosda Karya.

Reigeluth, Charles, M. (1999). *Instructional-Design Theories and Models.* United State of America. Electronic Pablicing Servicies, Inc.

Santoso, G. (2005). *Metodologi Penelitian Kualitatif dan Kuantitatif.* Jakarta: Prestasi Pustaka.

Santrock, W. Jhon. (2008). *Life-Span Development.* Jakarta: Erlangga.

Sari, A.N.S. & Taman, A. (2013). Pengaruh Motivasi Berprestasi dan Persepsi Peserta Didik tentang Metode Mengajar Guru terhadap Prestasi Belajar Peserta Didik SM Negeri 1 Pengasih. *Jurnal Pendidikan Akuntansi Indonesia*, Vol. XI, No. 1, Tahun 2013, halaman 112 – 128.

Septiana, K.G. (2011). *Pengaruh Penggunaan Peta Konsep dan media Gambar Tentang "Tanamanku Bebas Hama" Terhadap Hasil Belajar dan*

*Respon Siswa Dalam Pembelajaran IPA Terpadu.* Skripsi, tidak dipublikasikan. Yogyakarta: FMIPA UNY.

Sugiyanto. (2010). *Model-model Pembelajaran Inovatif.* Surakarta: Yuma Pressindo.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung: Alphabet.

Sukmadinata, N.S. (2005). *Landasan Psikologi Proses Pendidikan.* Bandung: PT. Remaja Rosdakarya.

Sunarni. (2016). *Pengaruh Pembelajaran Peta Konsep, Pemecahan Masalah dan Motivasi Berprestasi terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas IX SMPN 1 Sidoarjo dan SMPN 2 Sidoarjo.* Tesis tidak dipublikasikan. Surabaya: Program Studi Teknologi Pembelajaran, Program Pasacasarjana, Universitas PGRI Adi Buana Surabaya.

Suprihatiningrum, J. (2016). *Strategi Pembelajaran.* Yogyakarta: Arruzz Media.

Suryana. (2012). *Korelasi Motivasi Berprestasi dengan Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam di SMA Kifayatul Akhyar Bandung.* Vol. XVII, No. 02, Edisi Desember 2012. Fakultas Tarbiyah IAIN Raden Fatah Palembang.