

The Effect of Implementation of Independent Learning Curriculum and Learning Motivation on Students' Mathematics Learning Outcomes in Grade V Elementary School 8 Tondano

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ABSTRACT: This study presents a descriptive statistical analysis of the influence of the Independent Curriculum and student learning motivation on the mathematics learning outcomes of grade V students at SDN 8 Tondano. Data from 50 respondents were collected using a questionnaire that included variables. The results of the analysis showed that the Independent Curriculum (average 181.98) and motivation (84.34). regression analysis showed that both independent variables significantly predicted student performance, with coefficients indicating that improvements in curriculum implementation and motivation would improve learning outcomes. The results confirmed that the data followed a normal distribution and did not show multicollinearity or heteroscedasticity problems. The significant probability in hypothesis testing (0.05) supports the conclusion that the Independent Curriculum and student motivation simultaneously and positively affect mathematics learning outcomes. This finding is in line with previous studies that emphasize the importance of an interactive and flexible learning environment to improve student academic achievement.

INTRODUCTION

A good curriculum should be designed by considering the needs and characteristics of students and integrating effective learning methods. Sartike (2022) learning is a relatively permanent change in behavior or potential that occurs because of increasing experience or practice. Meanwhile, Wardana and Djameluddin (2021) define learning as the process of a person's efforts to achieve new changes based on their experiences in interacting with the environment. This can include the selection of relevant materials, interactive learning approaches, the use of appropriate resources, and appropriate assessments. The implementation of a good curriculum also requires the role of competent and trained teachers in accordance with the curriculum being implemented. Support from schools and parents, as well as a conducive learning environment can also affect student learning outcomes. (Ratna Yulias Rahmawati, Aprilia Putri Wening, 2020) explain that the Merdeka curriculum is a diverse curriculum for intra-curricular learning, providing students with more space to explore concepts and skills optimally. Cholilah, et al. (2023) explain about this curriculum, recommend independent learning and have a learning philosophy that is completely student-centered. This understanding is also supported by Abdul Fattah Nasution, et al (2023) where the Independent Curriculum is one of the policies initiated by the Minister of Education and Culture. This curriculum is a new generation's answer to today's educational challenges, the curriculum initiated by the Minister of Education and Culture Nadiem Anwar Makarim has given birth to several new policies. Conceptually, this independent curriculum provides flexibility for institutions and students to advance in the learning process. It is undeniable that Indonesia has been experiencing a learning crisis for quite some time. Research and PISA results show that many Indonesian children are not yet able to understand basic reading or apply basic mathematical concepts.

To make students with good achievements and learning styles, it does not only depend on the curriculum, but also on learning motivation. Motivation in the sense that is instilled in society is often equated with "enthusiasm", and learning outcomes are the development of abilities through a process in which a person develops cognitive, emotional, psychomotor, and multidisciplinary skills achieved in development. Skills gain experience So that individuals can experience changes in a relatively long period of time and so that knowledge that is observed directly or indirectly can be remembered permanently, learning outcomes can be interpreted from the assessment results achieved by students. Motivation is the foundation for students to achieve maximum learning outcomes, and subsequent learning outcomes are the basis for determining the achievement of expected competencies. Sunarti Rahman (2021) stated that motivation is the most common term used to describe success or

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failure in almost all complex tasks. The values achieved in learning outcomes also determine the level of student learning completion and influence whether the student advances to the next level.

The role of learning motivation in determining learning reinforcement. Datu, et al. (2022) also define motivation as making someone try harder. This was also added by Harahap, et al. (2023) that motivation is a driving force that changes a person's energy into real activities to achieve certain goals. Motivation helps improve learning when a child who is learning is faced with a problem that requires solving and cannot be solved without the help of previous experience. Supriani (2020) also provides an understanding that learning is an internal and external motivation for students to carry out a behavior, usually using several indicators and supporting factors. One of the supporting factors from Sa'adah, et al. (2021) is the school environment factor that influences learning in including learning, curriculum, teacher-student relationships, student-student relationships, school discipline, class and class time, cross-scale teaching standards, building conditions, learning methods and homework. In addition, motivation also plays a role in the relationship with learning. According to Jainiyah (2023) motivation plays an important role in the teaching and learning process for both teachers and students, it is important for teachers to know their students' learning motivation to maintain and improve learning motivation. Manurung (2017) also explains that with this motivation, students will be enthusiastic in the teaching and learning process, with this motivation the quality of student learning outcomes will also be high. The role of motivation is to clarify learning objectives. The role of motivation in clarifying learning objectives is closely related to the meaning of learning. Children will be interested in learning something if what they learn is at least familiar or useful to them. Student motivation in learning is very important. This is because students experience a saturation point during learning and may or may not be involved depending on their environment. This helps students stay enthusiastic and motivated even before they start learning. Teachers are very aware of the importance of motivation in guiding student learning.

Teachers need to pay full attention to their students, especially those who are lagging compared to their friends. Teachers need to pay more attention to the condition of students. However, there are still teachers who ignore motivation and do not consider its benefits for students. There are still many teachers who only focus on delivering content during the teaching and learning process. Teachers need to ensure student motivation and explain learning objectives so that students are motivated to participate in teaching and learning activities and can achieve the desired content optimally. Teachers are one of the many elements that are the most important prospective members of society. Successful education produces human resources that are in accordance with society. Therefore, it is important to produce quality and competitive human resources through education. Increasing student learning motivation is a very important task for teachers because it is related to learning and achieving educational goals. Teachers must do their best to motivate students to learn. Therefore, learning motivation is one of the keys to achieving learning goals, to increase students' desire to learn, there needs to be stimulation of students' desire to learn

Mathematics is one of the subjects taught at all levels of education, from elementary school to college. Mathematics is one of the basic sciences in schools and has several important roles in learning science and technology that are developing in the era of globalization. Mathematics must also be utilized optimally as a medium for developing students' intelligence, understanding, skills and abilities in everyday life, as well as forming good character. Mathematical skills play an important role in people's lives because they provide an important and useful foundation. Everyone, especially students, needs a good understanding of mathematics to develop practical and critical thinking skills in solving various problems. In addition, mastery of mathematics also makes a major contribution to understanding various other scientific fields. Mathematics is often considered complicated, even though mathematics has become an inseparable part of our daily lives.

Mathematics is a discipline taught to all students from elementary school to college. Five reasons why students need to study mathematics include: as a means of logical thinking, solving everyday problems, understanding patterns of human relationships and generalizing experiences, developing creativity, and contributing to cultural development. Basically, these reasons can be combined as solutions to everyday challenges. Therefore, it is important for the mathematics curriculum to foster attitudes that appreciate the usefulness of mathematics in life, such as curiosity, attention, interest, perseverance, and confidence in solving problems.

The results of the 2022 PISA scores by (Kemendikbudristek, 2023) the international mathematics literacy score fell by an average of 21 points, and Indonesia's score fell by 13 points. According to *the OECD (Organization for Economic Cooperation And Development)* In (Yuda & Rosmilawati, 2024) , which runs the Program for International Student Assessment (PISA), has released its latest results for 2023. In fact, Indonesia rose five ranks in mathematics and arithmetic. However, when viewed from the score, there was a decrease of 13 points compared to the results in 2018. Indonesia's mathematics score was 366 points, 106 points below the world average. Mathematics and arithmetic are also areas with the highest number of low-skilled people at level 2 or lower, this number is 82 percent. This shows that there are still many significant improvements in the field of mathematics learning. Because arithmetic is an important skill that everyone in the world must have today.

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SD Negeri 8 Tondano faces challenges in its efforts to improve the mathematics learning outcomes of fifth grade students. One of the main problems is the implementation of the Independent Learning Curriculum which has not been fully implemented. The Independent Learning Curriculum is intended to provide flexibility in learning, but there are several teachers in educational institutions who have difficulty understanding and implementing the concepts of the curriculum properly. This results in a learning process that is not interesting and does not suit the needs and development of students, especially mathematics, which is considered quite challenging for most students.

However, the success of the curriculum does not only depend on the implementation by educators but is also influenced by student factors, one of which is learning motivation. Learning motivation is a drive that influences students' enthusiasm, desire and perseverance during the learning process.

Motivated students can be active in learning, develop curiosity and overcome learning difficulties. Conversely, low learning motivation can reduce academic results. In the context of implementing the Merdeka curriculum, motivation to learn is very important. This curriculum requires students to participate in learning, exploration, and actively in learning. Therefore, it is important to know the extent to which the Merdeka curriculum is used and the motivation to learn students about their learning outcomes.

Mathematics itself is often a problem that is considered difficult and difficult for some students. This requires an innovative learning approach and is actively involved with students. In this case, a more flexible and relevant independent space curriculum for learning, and a higher level of motivation to learn, are expected to have a positive effect on students' mathematics outcomes. For this study to have a reference and description and relevance to previous research, the researcher conducted a search on Google scholar to previous research. The first relevant research from Nurmanaja, et al. (2023) entitled *The Influence of Independent Curriculum on Mathematics Learning Outcomes of Grade 4 SD 1 Purwosari*. The results obtained showed that the average value of SS in odd and even semesters using the independent curriculum can increase the average value of mathematics learning. The second research from Novianti, et al. (2020) entitled *The Influence of Learning Motivation on Students' Mathematics Learning Outcomes*. The results obtained showed a significant influence on learning motivation on student learning outcomes. From the two studies, this study also has differences that lie in the location and sample of the study. Thus, this study can be said to be non-plagiarized and is a novelty of current research.

METHOD

The approach used in this study is quantitative. Sugiyono (2013) explains that quantitative methods are scientific methods because they follow scientific principles. The data obtained in the field are made into independent variables, namely the implementation of the independent curriculum (X1) and learning motivation (X2), while the dependent variable is student learning outcomes (Y). The main data source in this study was grade V students of SD Negeri 8 Tondano, then secondary data as supporting data in the form of relevant research that is related to this study. For this study to have concrete data, the researcher conducted data analysis by testing validity (descriptive statistics), normality test, multicollinearity test, heteroscedasticity test, linear regression test, and hypothesis test.

RESULTS AND DISCUSSION

Based on the findings in the field, researchers have analyzed and presented the data as below:

Descriptive Statistical Analysis

Table 1. Descriptive Analysis Results

	N	Range	Min	Max	Mean	Std . Dev	Var
Independent Curriculum	50	109.00	114.00	223.00	181.9800	27.97192	782,428
Motivation to learn	50	109.00	114.00	223.00	182.6200	21.83789	476,893
Mathematics Learning Outcomes	50	109.00	72.00	96,001	84.3400	5.51292	30,392
Valid N (listwise)	50	24.00					

Based on the calculation data in table 4.1, it can be explained that the independent curriculum is an independent variable (X1), data collection on this variable uses a questionnaire containing 45 statements, divided into 50 respondents of grade V elementary school students as research samples. The results of data acquisition show that *the range* or a range of values of 109; *minimum score* of low value 114; maximum score or highest value is 223; then the *mean data* or average score is 181.980 for std.deviation

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or standard deviation of 27.97192 and *variance data* or a data variant of 782,428. Learning motivation is an independent variable (X2), data collection on this variable uses a questionnaire containing 45 statement items, distributed to 50 respondents of grade V Elementary School students as research samples. The results of data acquisition obtained the results that *the range* or a range of values of 109; *minimum score* of low value 114; maximum score or highest value is 223; then the *mean data* or average score is 181.620 for std.deviation or standard deviation of 21.83789 and *variance data* or a data variant of 476,893. Mathematics learning outcomes are the dependent variable (Y), data collection on this variable uses the mathematics learning outcomes of grade V students in the implementation of the independent curriculum. The results of data acquisition obtained the results that *the range* or a range of values of 109; *minimum score* of low value 72.00; maximum score or highest value is 96.001; then the *mean data* or average score is 84.3400 for std.deviation or standard deviation of 5.51292 and *variance data* or a data variant of 30,392. The results obtained from respondents based on answers to questions given both from the independent curriculum instrument and the learning motivation instrument and the results of the mid-semester exam for mathematics learning outcomes. This was done with the aim of determining the effect of the implementation of the independent curriculum and learning motivation on the mathematics learning outcomes of grade V students of SDN 8 Tondano.

Normality Test

Normality Test Results

One- Sample Kolmogorov-Smirnov Test			
			Unstandardize d Residual
N			50
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		1.64880411
Most Extreme Differences	Absolute		.083
	Positive		.083
	Negative		-.064
Test Statistics			.083
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.528
	99% Confidence Interval	Lower Bound	.515
		Upper Bound	.540
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			
e. Lilliefors ' method based on 10000 Monte Carlo samples with starting seed 1314643744.			

Asymptotic significance value is known of 0.200, which means it is greater than 5% or 0.05, resulting from the research model, which indicates that the data from the regression model and the confounding variables or residuals have been normally distributed.

Multicollinearity Test

Multicollinearity Test Results

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Independent Curriculum	.975	1,025
	Motivation to learn	.975	1,025
a. Dependent Variable: Mathematics Learning Outcomes			

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Based on the data from the results of the Multicollinearity Test, the VIF results were less than 10 and *the Collinearity value was Tolerance* is greater than 0.01 for all test variables, then it is stated that there is no multicollinearity in the data used by the researcher.

Heteroscedasticity Test

Table 4. Results of Heteroscedasticity Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.172	6,708		.622	.537
	Independent Curriculum	-.039	.033	-.174	-1.198	.237
	Motivation to learn	.021	.032	.094	.645	.522
a. Dependent Variable: ABS_RES						

In the table above, the significance value of all research variables is greater than 0.05. Therefore, it can be concluded that there is no heteroscedasticity so that the research can be continued.

Multiple Linear Regression Test

Table 5. Multiple Linear Regression Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-85,334	10,777		-7,918	.000
	Independent Curriculum	.515	.053	.578	9,788	.000
	Motivation to learn	.543	.051	.627	10,612	.000
a. Dependent Variable: Mathematics Learning Outcomes						

From the table, the following regression equation is obtained:

Mathematics Learning Outcomes = α + β Independent Curriculum + β Learning Motivation

$$\text{Mathematics Learning Outcome} = -85.334 + \beta 0.515 + \beta 0.543$$

From this formula it can be interpreted as follows:

1. Based on the results of the regression equation in the table above, a constant number of -85.334 is produced, which means that if all independent variables, namely the Merdeka curriculum and learning motivation, are 0, then the learning outcomes realized are -85.334.
2. Based on the regression equation above, the independent variable of the Merdeka curriculum has a positive regression coefficient. Assuming that other variables are consistent, if the independent variable of the Merdeka curriculum increases by one unit, then the mathematics learning outcomes will increase by 0.515.
3. Based on the regression equation above, the independent variable of learning motivation has a positive regression coefficient. Assuming that other variables are consistent, if the independent variable of learning motivation increases by one unit, then the mathematics learning outcomes will increase by 0.543.

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Hypothesis Testing

Table 6. Partial Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-85,334	10,777		-7,918	.000
	Independent Curriculum	.515	.053	.578	9,788	.000
	Motivation to learn	.543	.051	.627	10,612	.000
a. Dependent Variable: Mathematics Learning Outcomes						

Based on the table above, the results of the significance test show that there is a probability value of $0.000 < 0.05$. This value can prove that the Hypothesis is accepted, which means that the Merdeka curriculum variable has a partial effect on mathematics learning outcomes. Based on the table above, the results of the significance test show that there is a probability value of $0.000 < 0.05$. This value can prove that the Hypothesis is accepted, which means that the learning motivation variable has a partial effect on mathematics learning outcomes.

Table 7. Simultaneous Test Results (F)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	700.402	2	350.201	123,561	.000 ^b
	Residual	133,209	47	2,834		
	Total	833,611	49			
a. Dependent Variable: Mathematics Learning Outcomes						
b. Predictors: (Constant), Learning Motivation, Independent Curriculum						

Based on the table above, the results of the significance test show that there is a probability value of $0.000 < 0.05$. This value can prove that the Hypothesis is accepted, which means that the Merdeka curriculum and learning motivation variables have a simultaneous effect on mathematics learning outcomes.

Table 8. Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917 ^a	.840	.833	1,684
a. Predictors: (Constant), Learning Motivation, Independent Curriculum				

From the table it can be seen that the *R Square value* of 0.840, which means that the ability of the Merdeka curriculum variables and learning motivation can influence the mathematics learning outcome variable by 84%, which means that the variability of the dependent variable that can be explained by the variability of the independent variable is 84%, the remaining 26% is influenced by other factors outside the model that explains the dependent variable.

The Influence of the Implementation of the Independent Curriculum on the Learning Outcomes of Grade V Elementary School Students

Test Results on the independent curriculum variable on the mathematics learning outcomes of grade V elementary school students. Based on the analysis that has been carried out in this study, the implementation of the Independent Curriculum has a positive and significant effect on the mathematics learning achievement of grade V elementary school students. The results of the study showed a positive and significant effect on the Independent Curriculum variable on the learning outcomes of grade V students of SDN 8 Tondano which was shown through the results of the significance test showing that there was a probability value of $0.000 < 0.05$. This value can prove that the Hypothesis is accepted, meaning that the Independent Curriculum is significantly

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related to the achievement of mathematics learning outcomes. The better the implementation of the Independent Curriculum, the more likely they are to get high mathematics learning outcomes. The results of this study are supported by research (Kamarullah et al., 2024) entitled "The effect of the Independent curriculum on students' economic learning outcomes." Based on the research that has been carried out, it shows that: there is a positive and significant effect of the Independent Curriculum on economic learning outcomes. The results of the study showed that the correlation coefficient value was 0.160 with a t-statistic value of 1.822, and a p-value of 0.035. This shows that the implementation of the independent curriculum tends to have an impact on better student learning outcomes, in line with the opinion of (Amal et al., 2024) that the implementation of a free curriculum to increase students' desire to learn in class has been successful and has increased every semester.

The influence of learning motivation on the learning outcomes of fifth grade elementary school mathematics students

Based on the results of the calculations carried out, it was found that there was a significant influence on learning motivation on the mathematics learning outcomes of grade V Elementary School students. Based on the analysis that has been carried out in this study, that learning motivation has a positive and significant effect on the mathematics learning outcomes of grade V Elementary School students. The study shows that there is a positive and significant influence of learning motivation on the mathematics learning outcomes of grade 5 Elementary School students as shown through the results of the significance test showing that there is a probability value of $0.000 < 0.05$. This value can prove that the Hypothesis is accepted, meaning that the level of student motivation is significantly related to the achievement of their mathematics learning outcomes. The higher the motivation a student has, the more likely they are to achieve high mathematics learning outcomes. The results of this study are supported by (Nugroho & Attin Warmi, 2022) with the title "The effect of learning motivation on learning outcomes of students at SMP Negeri Tirtamulya. The results of the study after testing with simple regression analysis concluded that there is a strong influence between learning motivation and mathematics learning outcomes as evidenced by the results of the correlation coefficient calculation of 0.715, seen from the interpretation table of the correlation coefficient r value and the results of the determination coefficient calculation of 71.5% which means that if the learning motivation is higher, the better the learning outcomes. Agree (Lomu & Widodo, 2018) that motivation has the ability to provide direction and activities that must be carried out in accordance with its objectives. Motivation is closely related to the need to actualize oneself in relation to learning activities. Therefore, motivation has a significant influence on student learning activities, especially those aimed at achieving optimal learning outcomes. If someone does not have the desire to learn, such as during lessons, studying independently or individually, or doing assignments given by the teacher, laziness can arise. Learning motivation is one of the most important factors that influences the process and results of student learning. In analyzing student learning, learning motivation is a point that should not be ignored because it directly or indirectly influences how far students absorb the material given.

The influence of the implementation of the Merdeka curriculum and learning motivation on learning outcomes

Based on the table above, the results of the significance test show that there is a probability value of $0.000 < 0.05$. This value can prove that the Hypothesis is accepted, which means that the Merdeka curriculum variables and learning motivation have a simultaneous effect on mathematics learning outcomes. Thus, both variables X_1 and X_2 have an important role in determining the mathematics learning outcomes of grade V students of SDN 8 Tondano. This is in accordance with the opinion that student learning motivation can be optimized through freedom in the student learning process and in the independent curriculum students are given the freedom to explore their knowledge. Between learning motivation and the independent curriculum there is a relationship between each other, because the independent curriculum is formed to improve quality education by providing freedom and flexibility in learning. An effective and interactive learning process encourages students to learn actively and can improve the abilities of everyone.

CONCLUSION

Based on results research and discussion that has been put forward previously, then researcher interesting conclusion that implementation Independent Curriculum has an impact in a way positive and significant to results Study mathematics students. This is show that the better implementation Independent Curriculum in the learning process, then the better achievement too results Study students. The Independent Curriculum is flexible and participant - centered educate proven capable create atmosphere learning that drives involvement active student in understand material mathematics. Findings This in line with results study previously which shows that curriculum This give impact positive to results learning. Motivation learning also gives positive and significant influence to results Study mathematics students. Students who be motivated Study tall tend show achievement learn more good. Motivation push student for more active in follow learning, completing tasks, and understand material. This is indicating that internal aspects of students are very important in support success of the learning process mathematics. Findings

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This supported by theory and results other research states that motivation own influence strong on the process and results learning. Implementation Independent Curriculum and motivation Study in a way simultaneous influential significant to results Study mathematics students. Variable the own interconnectedness support in increase quality learning. The Independent Curriculum provides room freedom in learning, which in turn can trigger motivation student for more active and independent in learning. Combination between environment conducive learning and internal motivation of students proven capable increase results Study optimally.

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