

The Effect Of Application Of Film Learning Strategies On The Motivation Of Learning Student's Class IV UPT SPF SD Negeri Sudirman III Kecamatan Ujung Pandang Kota Makassar

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ABSTRACT

The purpose of this study are (1) To describe the application of movie learning strategies to learning class IV UPT SPF SD Negeri III Sudirman Kecamatan Ujung Pandang Kota Makassar. (2) To describe the picture of learning motivation in student's class IV UPT SPF SD Negeri III Sudirman Kecamatan Ujung Pandang Kota Makassar. (3) To find out whether there is an influence of the application of movie learning strategies on student learning motivation class IV UPT SPF SD Negeri III Sudirman Kecamatan Ujung Pandang Kota Makassar. The method is experimental research using quasi-experimental design and quantitative approaches. The population in this study was all class IV UPT SPF SD Negeri III Sudirman Kecamatan Ujung Pandang Kota Makassar with a total of 53 students, while the sample was students of the IVA class as an experimental class with 27 students and class IVB as a control class with 26 students. The research data was obtained by providing a learning motivation questionnaire in the form of pre-test and post-test as well as an observation sheet for the implementation of movie learning strategies. Data analysis techniques are descriptive analysis and inferential statistical analysis with the help of the IMB SPSS statistics version program. Thus, it can be concluded that the application of movie learning strategies can increase student learning motivation class students IV UPT SPF SD Negeri Sudirman III Kecamatan Ujung Pandang Kota Makassar.

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INTRODUCTION

Schools are the government's efforts to create an educated society. In the learning process, a teacher is required to have adequate abilities both in the academic and pedagogical fields by utilizing technological developments to design creative and innovative learning so that students can be active and think critically in the learning process in the classroom. The responsibility of a teacher can be seen from the preparation in the learning process that is well arranged realistically and in accordance with the needs of students. According to Rahmayani (2019), explaining that in the implementation of learning activities teachers play an important role in preparing the right learning strategies so that the learning process is not conventional or teacher-centered, so minimize students who are less active in the learning process. The lack of innovation in learning strategies and models makes it easy for students to feel bored. In the process of designing effective and meaningful learning by choosing the right learning model, it requires the ability of teachers to master the learning model to be applied. Learning strategies are said to be effective if they can be fun and attract students' attention, in accordance with the material to be delivered, and in accordance with the learning objectives to be achieved. Learning strategies are certain ways that are used procedurally and systematically in learning activities to improve the quality of learning outcomes and processes.

In this study, researchers' efforts to increase student motivation were by applying movie learning strategies. The reason for the application of the movie learning strategy is that the concept of the movie learning strategy is a combination of the application of innovative and fun learning strategies with the use of audio-visual, in this case short movies (films) related to the subject matter taught by the teacher, a combination of audio-visual can be obtained through video/movie which can increase students' ability to capture and understand learning.

The benchmark for educational success is obtaining success in the teaching and learning process which is the main activity in the world of education. One of the successes of education is influenced by strong learning motivation. This motivation can be obtained by students from sharing directions, namely parents, society, teachers, print media as well as electronic media and their environment. Uno (2016) explains that motivation is awakened when the desire and willingness to do something action in order to achieve a certain goal by changing an unsatisfactory or unpleasant situation. Cahyani, Listiana, Larasti (2020) "Learning motivation is the overall driving force in students by giving rise to the intention to learn, so as to achieve the desired learning goals" (p.126). Fadilah (2021) explained that various efforts in instilling student learning motivation were carried out by minimizing existing obstacles. Thus, the results to be achieved in learning can be obtained optimally. Based on the above opinions, it can be concluded that learning motivation is the enthusiasm possessed by students to determine their quantity in following the learning process, as well as the quality in obtaining information used to achieve goals. This research is an experimental study that aims to find out the presence or absence of effect of the application of film learning strategies on the motivation of learning student's class IV UPT SPF SD Negeri Sudirman III Kecamatan Ujung Pandang kota Makassar. The objectives of this study are (1) To describe the application of movie learning strategies to learning class IV UPT SPF SD Negeri III Sudirman Kecamatan Ujung Pandang Kota Makassar. (2) To describe the picture of learning motivation in student's class IV UPT SPF SD Negeri III Sudirman Kecamatan Ujung Pandang Kota Makassar. (3) To find out whether there is an influence of the application of movie learning strategies on student learning motivation class IV UPT SPF SD Negeri III Sudirman Kecamatan Ujung Pandang Kota Makassar. Based on the formulation of the problem above, the objectives of the research to be carried out are: (1) To describe the application of movie learning strategy to grade IV students of SD Negeri Sudirman III, Ujung Pandang District, Makassar City. (2) To describe an overview of student learning motivation in grade IV SD Negeri Sudirman III, Ujung Pandang District, Makassar City. (3) To find out whether there is an influence on the application of movie learning strategies on the learning motivation of grade IV students of SD Negeri Sudirman III, Ujung Pandang District, Makassar City.

Learning strategy is a learning activity carried out by teachers and students to achieve learning objectives effectively and efficiently. Movie learning strategy from two words, namely movie and learning.

Students are said to learn when students experience something through various activities as a result of teacher activities. The meaning of learning is defined as a process that makes students do something both in the form of activities involving active limbs (movements) and passive limbs (thinking) which causes a sense of pleasure or interest (selara) and motivation in students so that changes occur in students both in cognitive, affective and psychomotor terms.

Learning strategies have an important role in learning success. Chatib (2019) "The development of movie learning strategies with the media of character films for children is expected to maximize students' understanding of character material. This will have a tremendous impact on students' understanding because knowledge transfer involves all modalities in learning, i.e. sound, audio and visual modalities" (p.15). Said and Budimanjaya (2015) stated that movie learning strategy is a process or activity of watching movies as part of the process of applying learning to a certain object or theme.

Based on some of the opinions above, researchers can conclude that the movie learning strategy is a learning design or concept that combines effective learning activities with audio-visual learning media (image and sound projection) in this case movies or films that lead to the achievement of learning objectives that are expected to be mastered by students related to visual spatial intelligence. Movie learning strategies have a very sharp process ability in storing image information. This method is very likely to occur in the neocortex part of the brain, so that the details of information both oral and image will be firmly shortened in the smallest part of the brain neo-cortex (sub long term memory). Visual image patterns accompanied by audio through film explanations are able to form a complete, detailed, and firmly attached to the imagination puzzle of knowledge. This helps students easily understand difficult material more easily. The strategy of movie learning with audio-visual media is an inseparable whole. It cannot be said to be a "movie learning strategy" if there is no film medium used in it. While the film used in the learning process, without careful planning and combined with

learning indicators will not be able to be applied to the maximum. Therefore, the strategy and media of the film are wrapped in a sophisticated combination into an inseparable whole then known as the Movie Learning Strategy.

The Movie Learning strategy has several procedures in its use. Said and Budimanjaya (2015) explained that the main procedures in implementing movie learning strategies are 5, namely: 1) Prepare film media that students will watch (teaching materials are certainly related to the content of the film). 2) Prepare supporting devices for student activities in watching movies (such as LCD projectors, rooms conducive to bright light, supporting audio sounds). 3) Arrange in such a way the duration of the film that the student will watch. The part of the film that students will watch is the one that concerns the core of learning. 4) The recommended movie duration is less than 10 minutes. 5) Prepare a Student Worksheet (LKPD).

Movie learning strategy is a learning design or concept that combines effective learning activities with audio-visual learning media (image and sound projection) in this case a movie or film that leads to the achievement of learning objectives that are expected to be mastered by students related to visual spatial intelligence. Movie learning strategies have a very sharp process ability in storing image information. This method is very likely to occur in the neocortex part of the brain, so that the details of information both oral and image will be firmly shortened in the smallest part of the brain neo-cortex (sub long term memory).

The learning motivation that every student has is not as strong. There are students whose learning motivation is intrinsic where their willingness to learn is stronger and does not depend on factors that come from outside of themselves. However, there are also students whose learning motivation is extrinsic, his willingness to learn depends on conditions outside of him. Cahyani, Listiana, Larasati (2020) explained that learning motivation is the entire driving force and lies within the learner that gives rise to the intention to learn, so that the goals desired by the learning subject can be achieved. The existence of motivation allows students to develop activities and initiatives, can direct and maintain perseverance in carrying out learning activities. Ways to grow it are manifold. But extrinsic motivation is sometimes appropriate and sometimes it can be inappropriate. Therefore, teachers must be careful in providing motivation.

The essence of learning motivation is the encouragement in students who are learning to make behavioral changes, generally with several indicators or elements that support it. Hendriana, et al, 2017: 172, explained that detailed indicators of learning motivation can be classified as follows: 1) Perseverance in learning. 2) Tenacious in the face of adversity (not easily discouraged). 3) Show interest and sharpness of attention to an assortment of problems. 4) Independence in learning. 5) Desire to excel in learning 6) Be able to defend his opinion (if he is sure of something). 7) It's not easy to let go of what he believes. 8) Love to search and solve problems. so that the author can cause that there are several indicators of learning motivation that affect the progress of students in the learning process, where these indicators become a reference and benchmark to find out student learning motivation.

This research was carried out at UPT SPF SD Negeri Sudirman III, Ujung Pandang District, Makassar City based on the results of interviews with the homeroom teacher that had been carried out in this case related to the problem of learning motivation of grade IV students. Based on the background, problem formulation, and literature review, the framework in this research proposal is that learning strategies are needed to increase the motivation of student learning in class IV UPT SPF SD Negeri Sudirman III, Ujung Pandang District, Makassar City. In order to realize this, it is necessary to have an interesting and appropriate learning strategy so that it can increase student learning motivation, namely movie learning strategies. In the research process, there are experimental classes with the application of movie learning strategies and control classes without the application of movie learning strategies but using images as a comparison. Then a pre-test was given in both classes followed by giving treatment (treatment). After that, a post-test is given. The data obtained will be analyzed so that it can be known that there is an influence on the application of movie learning strategies on the learning motivation of grade IV STUDENTS OF UPT SPF SD Negeri Sudirman III Ujung Pandang District, Makassar City.

METHOD

The type of research used is experimental research using quasi-experimental design and quantitative approaches. The design used in this study used Quasi Experimental Design with the form *Nonequivalent Control Group Design*. The population in this study was all students in class IV UPT SPF SD Negeri Sudirman III Ujung Pandang District, Makassar City, semester II (even) of the 2021-2022 school. The sampling technique used in this study was purposive sampling. This study was conducted with the aim of determining whether there is an influence of the application of movie learning strategies on student learning motivation. In

the implementation of this study, the instruments used were a questionnaire on learning motivation and observation. The implementation of this research will directly involve researchers in collecting, processing and drawing conclusions from the data obtained by researchers. The power collection techniques used by researchers are: questionnaires, observation sheets and documentation.

RESULTS AND DISCUSSION

The results of this study will describe the three objectives of the research, first to find out an overview of the application of movie learning strategies in the learning process of grade IV students of UPT SPF SD Negeri Sudirman III Ujung Pandang District, Makassar City. Second, knowing the picture of the learning motivation of grade IV UPT SPF students at SD Negeri Sudirman III, Ujung Pandang District, Makassar City. Third, knowing the influence of the application of movie learning strategies on the learning motivation of grade IV UPT SPF students of SD Negeri Sudirman III, Ujung Pandang District, Makassar City.

Data is obtained through instruments in the form of anget, observation sheets, and documentation. Questionnaires are used to find out students' learning motivation. The observation sheet is used to find out an overview of the application of movie learning strategies. Meanwhile, documentation is used to obtain school data, student questionnaire sheets, images of learning activities with the application of movie learning strategies. The subjects in this study were 53 students, consisting of 27 students of IVA class as experimental class, and 26 students of class IVB as control class. But before that, research instruments were consulted with experts. Which becomes the instrument validator of an expert in their field. The chosen expert will give a decision on whether the instruments that have been compiled can be used without repairs, there are improvements, and may be completely overhauled. The validator is a lecturer at the Faculty of Education, State University of Makassar.

The implementation of learning with the application of movie learning strategies that have been carried out can be known through observation results. The recap of the results of observations on the implementation of movie learning strategies through the SAVI learning model can be seen in table 4.1 below.

Table 1 Implementation of Movie Learning Strategies through the SAVI model

No.	Observed aspects	Valuation	
		Meeting 1	Meeting 2
1.	<i>Somatic</i> (Learn by moving and doing)	7	12
2.	Audiotory (Learn by listening and speaking)	8	11
3.	Visual (Learn by observing and describing)	12	12
4.	Intellectual (Learn to solve/ intelligence)	10	9
Total		37	44
Total Percentage		77%	92%
Category		Enough	Good

Based on the data in the table, researchers can conclude that the learning process is categorized as sufficient at the first meeting with a percentage of 77%. Whereas in the second meeting, learning took place well from the previous meeting, this was shown by the success rate reaching 92%.

The results of the inferential statistical analysis are intended to answer the hypothesis that has been formulated. The hypothesis test carried out is an independent sample t-test which aims to determine the difference in student learning motivation between the experimental class and the control class. The t-test sample test in this study is as follows:

1) Independent Sample T-Test Pre-test Experiment and Pre-test Experimental Class

This analysis was carried out by testing the pre-test results of experiential classes and control classes using the help of the IMB SPSS Statistics Version 22 program. The data requirement is said to be significant if the probability value is less than 0.05. This analysis aims to determine the difference in student learning motivation between the experimental class and the control class before being given treatment. The following are the results of independent sample T-Test pre-test scores of experimental classes and control classes.

Tabel 2 Independent Sample T-Test Pre-test Eksperimen dan Kelas Kontrol

Data	T	Df	Value Probabilitas	Information
<i>Pre-Test Experimental Class and Pre-Test Control Class</i>	0.611	51	0.544	$0.554 > 0.05 =$ no difference

2) Independent Sample T-Test Pretest Experiments And Pretest Control Classes

This analysis aims to determine the difference in student learning motivation between experimental classes, namely classes with the application of movie learning strategies and control classes, namely classes that do not apply movie learning strategies but, use images as a comparison. This analysis was carried out by testing the post-test results of the experimental class and the control class using the help of the IMB SPSS Statistics Version 22 program, the data requirement is said to be a difference if the probability value is less than 0.05. The following are the results of independent sample t-test post-test scores of experimental classes and control classes

Tabel 3 Independent Sample T-Test Post-test Eksperimen dan Kelas Kontrol

Data	T	Df	Value Probabilitas	Information
<i>Post-Test Experimental Class and Post-Test Control Class</i>	9.848	51	0.000	$0.848 > 0.05 =$ there are differences

Based on the table above, researchers obtained information that the probability value was smaller than 0.05, which means that there was a significant difference in the motivation of learning the experimental class and the control class after being given treatment. The calculated t value of 9,848 compared to the t of table 2,007 obtained through the table by looking at the $\alpha - 5\%$ and df – 51, then the calculated t has a value greater than the table t ($9,848 < 2,007$). This means that the post-test data obtained there are significant differences. This means that the post-test data obtained there are significant differences. The results showed that the average post-test score of the experimental class was greater than the control class, which was $99.59 > 87.35$, the difference in the increase was 12.24. Thus, it can be concluded that the post-test data obtained there are significant differences. The learning motivation of students in the experimental class showed a significant improvement. The average score of the pre-test before and after treatment with the application of the movie learning strategy was $66.85 < 99.59$, with an increase difference of 32.74. Then the researcher can conclude that H_0 was rejected and H_a was accepted. Thus, the influence of the application of movie learning strategies on the learning motivation of grade IV UPT SPF students of SD Negeri Sudirman III, Ujung Pandang District, Makassar City.

Discussion

This research was carried out during 2 meetings which began on April 12-13, 2022 in class IV UPT SPF SD Negeri Sudirman III Ujung Pandang District, Makassar City. The research design carried out in this study was a non-equivalent control group design involving two classes, namely the IVA class as an experimental class with 27 students and class IVB as a control class with 26 students. The learning process in the experimental class with the application of movie learning strategies and in the control class using images as a comparison (without the application of movie learning strategies).

An overview of the application of movie learning strategies in IVA classes can be seen from the learning process that takes place. Learning activities were carried out as many as two meetings, namely the first meeting conducting a pre-test then followed by the provision of the first treatment in the experimental class and the control class. The second meeting was continued with the provision of the second treatment in the experimental class and the control class after that, followed by the provision of post-tests in the two classes. At the first meeting, the learning process with the application of the movie learning strategy was relatively good, this is because most of the indicators in learning have been implemented properly. The second meeting was continued with the provision of the second treatment in the experimental class and the control class after that, followed by the provision of post-tests in the two classes. At the first meeting, the learning process with the application of the movie learning strategy was relatively good, this is because most of the indicators in learning have been implemented properly. The second meeting, the learning process is relatively better with the percentage of implementation increasing from the previous meeting, this is because the implementation indicators are further

improved by paying more attention to the steps of implementing the movie learning strategy by looking at the implementation of learning at the initial meeting which is the material for the evaluation of the next meeting. Thus, learning by applying movie learning strategies is carried out properly. This is in accordance with the explanation of Said and Budimanjaya (2015) that movie learning strategy is a process or activity of watching movies as part of the process of applying learning to a certain object or theme. However, it is inseparable from the role of the teacher in observing the application of the learning steps of the movie learning strategy appropriately. The application of movie learning strategies can affect learning motivation in communicating, and interacting to be more responsive and interactive in learning activities.

Descriptive statistical analysis found that the average learning motivation of students in the experimental class was in the low category and after being given treatment with the application of movie learning strategies, student learning motivation increased in the high category. Meanwhile, in the control class, there was no change in the average increase in student motivation by staying in the low category, but in some students experienced a slight increase in motivation from a very low to a low category after being given treatment without the application of movie learning strategies and using images as a comparison. This illustrates that there are differences in student learning motivation between the classes given treatment and the application of movie learning strategies and without the implementation of these strategies. The increase in learning motivation of the experimental class is greater than the control class, this shows that the expansion of movie learning strategies can increase student learning motivation.

Inferential statistical analysis, assumption tests are first carried out, namely normality tests and homogeneity tests. The pre-test normality test and post-test of learning motivation of students of the experimental class and the control class used the kolmogorov-smirnov test with the results of all normal distributed data. After that, a homogeneity test was carried out between the pre-test of the experimental class and the control class and the post-test of the experimental class and the control class using levene's test with the results of the data of both groups declared homogeneous. After conducting these two tests, the next hypothesis test is carried out.

Hypothesis tests carried out with inferential statistics showed that there were differences in learning motivation between the experimental class and the control class. The results of hypothesis testing are carried out by comparing the significant values, the calculated t and t values as well as the average score obtained. Statistical results using independent sample t -test with the help of the IBM SPSS Statistics Version 22 program obtained the results of the pre-test of the experimental class and the control class with a probability value greater than 0.05, the calculated t value is greater than the t table and when compared from the average score of the experimental class pre-test and the control class the difference between the two classes is not much different. Thus, there is no significant difference between the pre-test of the experimental class and the control class. While the post-test results of the experimental class and the control class had a probability value smaller than 0.05, the table t value was greater than the calculated t value and when compared to the average score of the post-test of the two classes, the experimental class obtained an average score greater than the control class. The effect of applying movie learning strategies in the learning process on the learning motivation of experimental class students can be seen from the pre-test results smaller than the post-test. Referring to the discussion, H_0 's hypothesis was rejected and H_a was accepted, in other words, there was an influence on the application of movie learning strategies on the learning motivation of grade IV students of UPT SPF SD Negeri Sudirman III, Ujung Pandang District, Makassar City. This is in accordance with the explanation from Uno. Based on the results of this study, researchers can conclude that the application of movie learning strategies has a significant influence on the learning motivation of grade IV students of UPT SPF SD Negeri Sudirman III, Ujung Pandang District, Makassar City.

CONCLUSION

Based on the results of research that has been carried out by researchers, it can be concluded several things as follows:

1. An overview of the application of movie learning strategies to grade IV STUDENTS OF UPT SPF SD Negeri Sudirman III Ujung Pandang District, Makassar City which lasted for two meetings and was observed using an observation sheet on the implementation of the startegi movie learning was carried out well with the categories in each meeting increasing.
2. An overview of the learning motivation of grade IV students of UPT SPF SD Negeri Sudirman III Ujung Pandang District, Makassar City after the application of movie learning strategies in experimental classes has increased compared to the motivation to learn control classes. This is evidenced by the average post-

test score of the experimental class is greater than the control class, which is $99.59 > 87.35$ with an increase difference of 12.24.

3. The application of the movie learning strategy has a major influence on the learning motivation of kelas IV UPT SPF students at SD Negeri Sudirman III, Ujung Pandang District, Makassar City. This is due to the increase in scores obtained and significant differences in probability values between experimental classes through the treatment of the application of movie learning strategies and control classes that do not apply movie learning strategies but use images as a comparison with probability values of 0.000, 0.05 and $t_{\text{calculate}} > t_{\text{table}}$ ($9.848 < 2.007$), so it can be said that there is an influence of the application of movie learning strategies on motivation studying grade IV students of UPT SPF SD Negeri Sudirman III Ujung Pandang District, Makassar City.

Based on the conclusions of the research results, several suggestions were put forward as follows:

1. Learning by applying movie learning strategies should be applicable by teachers in the teaching and learning process.
2. It is hoped that other researchers in the field of education can develop further related to the application of movie learning strategies to more specific subjects and grade levels that are different from the population and wider sample.

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