Original Article

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Application of Clipping-Assisted Project Based Learning (PjBL) Model to Increase Students' Motivation to Learn History

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Abstract:

This study aims to find out (1) the application of the Project Based Learning (PjBL) model assisted by Clippings in history learning in class X at SMK Negeri 1 Mesjid Raya. (2) whether the application of the Project Based Learning (PjBL) model assisted by Clipping can increase the motivation to learn history of class X students at SMK Negeri 1 Mesjid Raya. This study uses a quantitative approach with the type of pre-experimental research and one group pretest-posttest design. The population of this study is all students of class X consisting of 6 classes. The sample was selected using the purposive sampling technique, namely 22 students in class X of Visual Communication Design (DKV). Data collection techniques include observation, questionnaires, and documentation. Data analysis was carried out through percentage calculation, normality test, and paired sample t-test. The results of the research analysis showed that the application of the Project Based Learning (PjBL) model assisted by Clippings in increasing the motivation to learn history subjects was in accordance with the syntax of the Project Based Learning (PjBL) learning model as stated in the Learning Implementation Plan (RPP) and had been implemented well. This is evidenced by the results of the evaluation of student activities which reached 87% and are included in the very good category. Before using the clipping-assisted Project Based Learning (PjBL) model, motivational evaluation showed a success rate of around 36.36%. After using the clipping-assisted Project Based Learning (PjBL) model , there was a significant increase to reach 95.46%, exceeding the set achievement indicator of 81%. The results of the paired sample t-test showed a tcount of > ttable or 11,100 > 2,086. Thus, the clipping-assisted Project Based Learning (PjBL) model has been proven to have an effect on the motivation of history learning of grade X students at SMK Negeri 1 Mesjid Raya. Therefore, the clipping-assisted Project Based Learning (PjBL) model is effectively applied in history learning.

Keywords: Project Based Learning (PjBL) Model, Clipping, Learning Motivation.

Introduction

Education is a long-term investment that requires a lot of effort and funds, this is realized by everyone in order to be able to continue their future. The goal of national education is to educate the life of the nation and develop the capabilities of Indonesian

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human beings as a whole, namely human beings who have faith and piety and noble character, have knowledge, skills and a sense of community and national responsibility (Hidayat & Abdillah, 2019:25).

Teachers are the foundation that has been entrusted to provide knowledge to students, therefore teachers have an important role in striving for good learning for students. Creating an understanding for students that what they are learning is not easy, because quality learning requires very careful planning, and of course this must be planned by the teacher so that learning goals are achieved for students without a system that forces students but makes learning fun and useful. And this can be achieved through the creative mind of the teacher which is channeled through an approach in the learning process. In carrying out learning activities, a teacher is often faced with various challenges in the classroom, and one of them is related to student learning motivation. After conducting an initial observation with a history teacher at SMKNegeri 1 Mesjid Raya on July 29, 2024, the author found that there was a problem regarding the low motivation to learn history of class X students.

One of the factors causing the low motivation to learn is the use of media and learning models that are less varied by teachers so that learning becomes monotonous. This low motivation to learn is also reflected in the behavior of students who tend to talk more with classmates, joke with friends, sleep in class, go in and out of class and do not pay attention to the teacher's explanations during history lessons. Low engagement and lack of focus on student learning in history subjects can be an indication of low motivation to study in history subjects which can ultimately affect their overall learning achievement. Based on the background of these problems, the formulation of the problem in this study is as follows: 1) How is the Application of *the Clipping-Assisted Project Based Learning* (PjBL) Model in the history subject of class X students at SMK Negeri 1 Mesjid Raya? 2) Can the Application of *the Clipping-Assisted Project Based Learning* (PjBL) Model increase the motivation to learn history of grade X students at SMK Negeri 1 Mesjid Raya?

Literature Review

The literature review of this problem is the project based learning model, clipping, and also learning motivation. The project-based learning model (*Project Based Learning*) is one of the learning models that can be used by teachers so that automatically teachers also use a scientific approach in their learning. The scientific approach is a learning approach in which students acquire knowledge based on scientific ways of working (Maryati, 2021: 29).Project-based learning (PjBL) is learning that can facilitate students to work both individually and in groups. In the process standard, it is stated that to encourage students' ability to produce contextual work, both individually and in groups, it is highly recommended to use a project-based approach (PjBL) (Lestari & Yuwono, 2022:8). From the description above, it can be concluded that project-based learning (PjBL) is a learning method that allows students to create a work, both individually and in groups.

Clipping is a collection of pieces of articles, images, or information from various sources that are systematically compiled to support learning (Twiningsih, 2022:2). The description explains that clipping is a structured and systematic method of collecting information to support the learning process. This theory emphasizes that clippings are not just a collection of articles or images, but also have an educational purpose by organizing information from various sources to make it easier to understand and use in an academic or research context.

Motivation is a force that moves and directs behavior towards goals, the key to that power is in the hands of each individual, this motivation, in school situations for example, some students can direct the power itself, while some other students need the help of others, this motivation is also the most important aspect (Suralaga, 2021: 127). Motivation is a state that exists in an individual where there is an impulse to do something to achieve a goal, this motivation is marked by a change in energy in a person's personality characterized by the emergence of effectiveness (feelings) and reactions to achieve goals

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(Rahman, 2021:292). Motivation can be interpreted as an impulse that occurs in a person, the emergence of this motivation is characterized by a change in energy from within a person that can be realized or not.

Method

The research method is the collection of data for research as an important step in obtaining information about research activities. The approach in this study uses a quantitative approach, according to Sugiyono (2022:8) the quantitative approach can be interpreted as a research method based on the philosophy of positivism, used to research a certain population or sample, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing the hypothesis that has been determined. The type of research used in this study is pre-experimental design with the research design used in this study is "one group pretest-posttest design". The population in this study is all students of class X of SMK Negeri 1 Mesjid Raya which consists of 6 classes, The sample used in this study is class X Visual Communication Design (DKV) which consists of 22 students. The technique used in determining the sample of this study is purposive sampling. Data collection techniques include observation, questionnaire and documentation. Then, the data analysis techniques used were observation sheet data analysis, normality test, and two-mean difference test.

Result

1) Application of Project Based Learning (PjBL) Model Assisted by Clippings in History Subjects Class X SMK Negeri 1 Masjid Raya

The history learning process using the PjBL learning model assisted by Clippings in class X subjects of SMK Negeri 1 Mesjid Raya. The research process consists of several activities, namely planning activities, implementation activities, and evaluation, for more details as follows:

1. Learning Planning

The planning process is carried out by the researcher by preparing everything needed during the research. The preparation carried out by the researcher is to compile materials used as a data collection tool during the research, such as Learning Implementation Plans (RPP), Student Worksheets (LKPD), teaching materials, clippings combined with the Project Based Learning (PjBL) learning model, questionnaires and observation sheets.

2. Learning Implementation

Before the start of the learning process, the researcher handed over an observation sheet to the observer to see the learning process using the assisted PjBL model Clipping in the learning of history. Learning activities are directed directly by the teacher, while observers observe teachers' skills in implementing the assisted PjBL model Clipping in learning history in the classroom without interfering with learning activities. In learning activities, several stages are carried out in accordance with the steps of the assisted PjBL

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learning model Clipping starting from the initial activities. At this stage, the teacher begins the learning process by saying greetings and reading prayers with students. Then the teacher checked the presence of students in class X DKV A. Students and teachers opened with an apperception, namely singing the national anthem of Indonesia Raya. Next, the teacher conveys today's learning objectives and continues with the teacher delivering the material in general and learning steps. The next stage is the core activity, which begins with the teacher explaining the material using video. After watching the video, the teacher gives students the opportunity to ask questions about the material that they have not yet understood. Then the teacher divides the students into 4 groups with each member consisting of five to six students. After the group is formed, the teacher shares a link to access the LKPD liveworksheet to the students. The teacher explained the steps in doing the LKPD. The teacher ensures that each student in the group knows the procedures and steps to create a project or product that will be produced. Students then discuss in groups to develop a project plan, including the division of tasks, the preparation of tools, materials, media, and the resources needed. After the plan is completed, teachers and students make an agreement on the schedule for making the project, including the stages and deadlines for project submission. At the project development monitoring stage, teachers monitor students' activeness while working on projects and monitor project progress. The teacher also gives directions if students have difficulties in completing their projects. Students create projects according to the schedule that has been prepared, record each stage, and discuss problems that arise during project completion with teachers. After the project is completed, the teacher asks each group to present the results of the project in turn. Students from other groups gave feedback to the project results presented, and the teacher encouraged each group to give appreciation and suggestions so that the resulting project could be better. In the final stage of the learning process, the teacher gives students the opportunity to conclude all learning activities on that day. Then the teacher closes the lesson by inviting students to read a prayer together which marks the end of the learning session.

Sec. 3. Learning Evaluation

Learning evaluation aims to see the extent to which students have achieved the learning goals that have been set. The learning evaluation used in this study is to use observations that are used to see student learning outcomes when student learning activities take place from the beginning to the end of learning. The value of student activities on the observation sheet in this study was 87% with the category of very good, in accordance with the theory of the percentage of observation results criteria.

2) Motivation to Learn History for Students of Grade X DKV A SMK Negeri 1 Great Mosque with

Using *the Project Based Learning* (PjBL) Model with Clipping Assistance

In providing the questionnaire, the aim was to collect data related to student motivation towards the application of the PjBL model assisted by Clippings in grade X DKV A students. The learning motivation questionnaire aims to find out students' motivation towards learning history using the PjBL model assisted by Clipping. The student learning motivation questionnaire can be seen as follows:

1) Motivation Score for Student History Learning Grade X Visual Communication Design Before and After Using the Project Based Learning (PjBL) Model Assisted by Clipping

Received: July 23, 2025 – Revised: August 14, 2025- Accepted: September 1, 2025 - Published online: October 1, 2025

Table 1. Recapitulation of Learning Motivation Questionnaire Scores Before and After Using the Clipping-Assisted PjBL Model.

Yes	Name	Pretest	Posttest
1.	AA	50	57
2.	AR	43	61
3.	BS	56	76
4.	CN	54	71
5.	DF	49	77
6.	EF	54	61
7.	FH	51	67
8.	IH	48	76
9.	KP	55	75
10.	LW	51	61
11.	MF	51	84
12	MA	52	68
13.	MA	46	50
14.	MZ	48	66
15	NU	48	68
16.	NM	47	62
17.	RL	46	64
18.	RP	42	74
19.	SH	49	75
20.	SQ	49	65
21.	TB	49	75
22.	ZK	45	67
	Total	1083	1503
	Average	49,23	68,31

Source: Excel Data Processing (2024)

From table 1 above, before the paired sample test is carried out, the normality test of the pretest and posttest results above is first carried out using the SPSS 22 For Windows application. The results of the normality test can be seen in table 2

Table 2. Normality Test

Tests of Normality

Learning Motivation	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Before Using Using the PjBL model assisted Clipping	.116	22	.200*	.978	22	.877
Before Using Using the PjBL model assisted Clipping	.132	22	.200*	.962	22	.534

Source: IBM SPSS Ver26 (2024) data processing

Based on the output of the normality test results above, it shows that the normality test on the data of the learning motivation questionnaire before and after using the

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clipping-assisted PjBL model in class X DKV can be seen in the Shapiro-Wilk column. The results of the calculation of the data normality test obtained a significance value for learning motivation data before using the Clippings-assisted PjBL model of 0.877 > 0.05 and a significance value for learning motivation data after using the clipping-assisted PjBL model of 0.534 > 0.05. Based on the significance value obtained on each data, the significance value is greater than 0.05. Therefore, it can be concluded that the significance value in each data is greater than 0.05. The research data is normally distributed. Thus, the conditions or assumptions of normality in paired simple t-tests have been met.

Table 3. Statistical Results of Paired Sample t Test

Paired Samples Test						
Learning Motivation	Paired Differences			t	Df	Sig
	Mean	Std. Deviation	Std. Error Mean			
Before and After Using the PjBL model assisted by Clipping	-19.09091	7.61520	1.62357	-11.759	21	,000

Source: IBM SPSS Ver26 (2024) data processing

Based on the results of the Paired Sample Test, it can be concluded that the value of Sig. (2-tailed) is 0.000. This means that the Sig. value is 0.000 < 0.005 so that there is a significant difference between the motivation of students to learn History in the pretest and posttest at SMK Negeri 1 Mesjid Raya.

Discussion

In line with the title, this study aims to find out how to apply the PjBL model assisted by Clipping to increase students' motivation to learn history. The discussion of the results of this research is as follows:

1. Analysis of the Implementation of the Clipping-Assisted Project Based Learning (PjBL) Model
   in the History Subject of Class X Students of SMK Negeri 1 Masjid Raya

This research was carried out face-to-face with two meetings and a duration of 3 x 45 minutes for all students of class X DKV totaling 22 people who were treated with a learning model (PjBL) assisted by Clipping with the material "Acculturation of Hindu Buddhist Culture in the Field of Art, Government System, Belief System and Architecture. The application of the PjBL model assisted by Clipping is one of the solutions offered by researchers to overcome the problem of student learning motivation. Before starting learning. The researcher gives observation sheets to the teacher or observer to start the learning process.

Based on the results of the analysis obtained from the observation sheet data, it can be seen that the successful implementation of the Clipping-assisted PjBL model in learning resulted in a very high level of student activity, reaching a score of 87%. These results show that the application of the Clipping-assisted PjBL model has succeeded in creating a dynamic and interactive learning environment, where students are actively involved in the learning process with the "Very Good" performance category achieved by students on the observation score also shows that they are able to follow and respond well

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to learning through the application of the Clipping-assisted PjBL model. These results are in line with the theory described by (Jasmalinda, 2021:2201) in table 3.7 (page 38) which supports the effectiveness and success of the Clipping-assisted PjBL model in improving student participation and learning quality.

This is supported by Iswandari (2022:1290) that students' learning motivation using the Project Based Learning learning model in grade V of SD Negeri 03 Balong has increased. Based on the results of the study, in the learning process, teachers need to apply the PjBL learning model so that students' motivation to learn increases. In addition, according to Lestari, Juaini & Rachmat (2023-198) show that the Project Based Learning (PjBL) model is proven to increase student learning motivation and the Project Based Learning (PjBL) model is recommended to be applied in learning.

Thus, the above opinion can be concluded that the learning process in the application of the PjBL model assisted by Clipping has fulfilled the steps and indicators of achievement and learning objectives well.

2. Analysis of Motivation to Learn History of Students of Class X DKV A SMK Negeri 1 Mesjid Raya using the Project Based Learning (PjBL) Model Assisted by Clipping

Students' initial learning motivation was obtained before the treatment was carried out using the PjBL model assisted by Clipping, by using a questionnaire specially designed to assess student learning motivation which was distributed to students in class X DKV A. Based on the results of the questionnaire distribution, learning motivation data was obtained before using the PjBL model assisted by Clipping, namely out of 22 students, only 8 students had learning motivation in the 'High' category, while the other 14 students were in the "Low" category. The total student learning motivation score was 1083 with an average score of 49.23 in the low category. This is in line with the theory (Basam, 2022: 102) in table 3.8 (page 39). In addition, the results of the analysis of the percentage of success rate of learning motivation show that only 36.36% of students have high motivation. This percentage shows that most students still experience obstacles in improving their learning motivation after participating in conventional learning sessions. This is in accordance with the theory (Jasmalinda, 2021:2201) in table 3.9 (page 40)

These results highlight the challenges in increasing students' motivation to learn without models and interactive media, which shows the need for interventions to address these challenges. The use of interactive media such as clipping can be a solution to significantly increase the success rate of student learning motivation.

Then after learning was carried out using the media-assisted PjBL model Clipping shows a significant positive influence on students' learning motivation. Out of a total of 22 students, 7 students currently have "Very High" motivation, while 14 students have "High" motivation and 1 student has "Low" motivation. and obtained a total student learning motivation score of 1503, with an average score of 68.31 included in the high category. This is in line with the theory (Basam, 2022: 102) in table 3.8 (page 39). In addition, the analysis of the percentage of success rate of learning motivation shows a figure of 95.46% which is included in the very good category and has met or exceeded the expected achievement indicator of 81%. This is in line with the theory (Jasmalinda, 2021: 2201) in table 3.9 (page 40). These results show that the application of the PjBL model helps Clipping can significantly increase students' motivation to learn.

Furthermore, the results of the data obtained will then be processed to determine the paired sample t-test. The results of the normality test on the results of the learning motivation questionnaire before using the PjBL model assisted by Clipping obtained a

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significance value of 0.877 > 0.05 and the results of the learning motivation questionnaire after using the PjBL model assisted by Clipping in class X obtained a significance value of 0.534 > 0.05. So, it can be concluded that both data are normally distributed.

Then in analyzing the data to test the hypothesis or t-test carried out in this study, the results of the tcal criteria were obtained > ttable or 11.759 > 2.086 at the significance level of α = 5%, and a sig value was obtained. (2-tailed) of 0.000 which means it is smaller than 0.05. Based on these results, the zero (Ho) hypothesis which states that the application of the clipping-assisted PjBL model has no effect on the motivation to learn history of class X students of SMK Negeri 1 Masjid Raya is rejected. On the other hand, an alternative hypothesis (Ha) that states that the application of the clipping-assisted PjBL model has an effect on the motivation to learn history of class X students of SMK Negeri 1 Masjid Raya is accepted. Thus, it can be concluded that the clipping-assisted PjBL model has a positive effect on the motivation of history learning of class X students at SMK Negeri 1 Masjid Raya.

This finding is in line with research conducted by Pangesti, Fanani and Prastyo (2024:2166) which states that there is an influence of the project-based learning model on the learning motivation of third grade students of SDN Keboananom Sidoarjo. Based on data analysis using non-parametric inferential statistical tests with SPSS, the results of the hypothesis test showed a Sig. (2-tailed) value of 0.000 < 0.05, so that Ho was rejected. This shows that the application of a project-based learning model significantly increases students' motivation to learn.

This is also supported by Putri and Dewi (2022:1) that this study shows that the use of clipping image media in science learning can increase the motivation and learning outcomes of grade IV students of SD Ma'arif Ponorogo. The increase in motivation can be seen from the increase in students with good and excellent predicates, as well as the decrease in students with sufficient and poor predicates. Learning outcomes have also improved, with the percentage of students who reach KKM increasing from 57% in the first cycle to 80% in the second cycle. Thus, clipping image media can be an effective learning strategy in increasing student motivation and learning completeness.

Based on the discussion, it can be concluded that the PjBL model assisted by Clipping can increase student learning motivation in the history subject of class X DKV A students at SMK Negeri 1 Mesjid Raya. Students' learning motivation has increased from before and after the application of the PjBL model assisted by Clipping in class X DKV A, this can be seen from the results of the questionnaire before and after learning.

Based on the learning outcomes obtained by students before the application of Nearpod interactive media in the classroom, the average score in the class was 60.3. This shows that classically and individually, student learning outcomes are included in the category of adequate. After the implementation of Nearpod's interactive media, the average score in the class was 80.3. This shows that classically and individually it falls into the category of good. It can be concluded that student learning outcomes have improved.

Conclusion

Based on the results of research that has been conducted at SMK Negeri 1 Masjid Raya regarding the application of the Project Based Learning model assisted by Clipping media in increasing the motivation to learn history of students in class X of Visual Communication Design, the following conclusions can be drawn:

First, the application of the Project Based Learning model assisted by Clipping

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media in history subjects at SMK Negeri 1 Masjid Raya which was carried out in accordance with the syntax of the Project Based Learning model has gone very well. This success is shown by the results of the evaluation of student activities which reached a score of 87%, with the performance category "Excellent".

Second, students' motivation to learn in history learning has increased. Based on the results of the motivation questionnaire before using the Project Based Learning model assisted by clipping media, there were 36.36% of students who had high motivation. Meanwhile, in learning after using the Project Based Learning model assisted by clipping media , there was an increase, namely 95.46% of students now have high motivation. Furthermore, the results of the analysis of the t-test paired sample test data with a significance level of α = 5% (0.05) showed the tcal value of the ttable > (11.759 > 2.086), and the sig value. (2-tailed) of 0.000 which is smaller than 0.05. Therefore, it can be concluded that the Project Based Learning model assisted by clipping media has an effect on the motivation to learn history of students in class X of SMK Negeri 1 Masjid Raya.

Suggestion

Based on the results of the research and the discussion that the researcher has described previously, the suggestions for this study are as follows:

For the school, it is recommended to provide adequate technological support such as stable internet access and adequate hardware so that the implementation of the Project Based Learning model assisted by Clipping media can run smoothly. Schools can also make policies that encourage the use of interactive learning technology such as clipping in the teaching and learning process to improve the quality of education and student learning motivation.

For teachers, it is necessary to improve technological competence through training and workshops related to the use of interactive learning media, including clipping, so that they are more capable in integrating this technology in the learning process. Teachers are also expected to be able to use Clipping creatively and innovatively to make learning history more interesting.

For students, it is hoped that it can foster greater curiosity in the history learning process, so that it can increase understanding of the material delivered by teachers at school. In addition, students are also expected to play an active role in learning activities that use the Project Based Learning model assisted by Clipping media in order to maximize the benefits of this media and increase their motivation and understanding of the subject matter.

For the researchers, it is expected to conduct further research with a wider and more diverse sample to see the effectiveness of the clipping-media-assisted Project Based Learning model in a variety of different educational contexts and environments. The research can also explore and compare various models and other interactive learning media in addition to the Project Based Learning model and clipping media to find the most effective methods in improving student motivation and learning outcomes.

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