

The Effect of Interactive Learning Media on Students' Motivation in Writing "My Experience" Stories among Sixth-Grade Students

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Article history: Received January 22, 2026; revised February 21, 2026; accepted March 26, 2026

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ABSTRACT

This study was motivated by the low level of student motivation in story writing activities at SD Negeri 096 Manyabar, Mandailing Natal Regency. Observational data revealed that teachers still tend to use conventional methods and have not yet optimally utilized interactive learning media. Consequently, the learning process becomes less engaging, and students exhibit passive behavior, particularly in writing stories with the theme "My Experience." Writing is a productive skill in Indonesian language learning that requires motivational stimuli so that students can creatively express their ideas and personal experiences. This study aimed to examine the influence of interactive learning media on students' motivation to write "My Experience" stories. The research employed a quantitative approach using a quasi-experimental method. The sample consisted of 30 sixth-grade students at SD Negeri 096 Manyabar in the 2025/2026 academic year. Data were collected through observation, a motivation questionnaire, and documentation of students' written work. The instruments were tested for validity and reliability before use. The results showed that the use of interactive learning media had a positive effect on students' learning motivation. The average motivation score increased to 67.23 after the implementation of the media. A total of 86.7% of the students fell into the high-motivation category. Furthermore, students' perceptions of the media averaged 59.27, indicating that they felt motivated and supported during the learning process. The increase in motivation was also reflected in students' active participation in composing, writing, and presenting their personal experience stories. It can be concluded that interactive learning media not only assist teachers in delivering material but also serve as a motivational tool that enhances the attractiveness of the learning process and stimulates students' creativity in writing.

Keywords: Problem-Based Learning, Speaking Skills, Oral Presentations, Short Stories

I. INTRODUCTION

Education is a fundamental pillar of national development because it determines the quality of human resources that will drive progress in various sectors of life. Within the educational system, the learning process serves as the core activity through which knowledge, skills, and values are transmitted and transformed in learners. Therefore, achieving instructional goals requires not only well-formulated curricula and competent teachers but also effective strategies and media that can foster meaningful interactions between students, teachers, and learning content (Adinugraha et al., 2025).

Learning media are broadly understood as all tools, materials, and resources that are deliberately used to facilitate learning, clarify messages, and help achieve instructional objectives. They are not merely visual or auditory aids; rather, they are integral components of instruction that can shape how information is represented, processed, and internalized by students. Arsyad (cited in Nugroho) emphasized that media are inseparable from the teaching and-learning processes and are essential for achieving both general educational aims and specific classroom-level objectives. Similarly, Arief (cited by Putri) conceptualized teaching and-learning as the transmission of messages from a source (the teacher) to receivers (students) through an appropriate channel or medium. These views position media as communicative bridges that can enhance the precision, richness, and impact of instructional messages (Wahyuni Nurdin et al., 2025).

The implications of these theoretical perspectives are clear: teachers are expected not only to master subject matter but also to be competent in selecting, designing, and utilizing learning media systematically and purposefully. Appropriately chosen media can help overcome the limitations of space, time, and sensory capacity; reduce abstraction; and increase students' attention and motivation. Sadiman (as cited in Sundayana) identified several key functions of learning media, including clarifying messages so they are not merely verbal, overcoming constraints of distance and time, arousing learning enthusiasm, promoting direct interaction with

learning resources, making learning more attractive, and fostering positive attitudes toward the subject matter. These functions underline the strategic role of media in transforming learning from a one-way transmission of information into an interactive and engaging process.

In reality, however, classroom practices often fall short of these ideals. Preliminary observations at SD Negeri 096 Manyabar revealed that learning media, particularly interactive media, were not used optimally in Indonesian language lessons, especially in teaching writing. Instruction typically relied on textbooks as the primary source of information and on the chalkboard as the main visual aid. Consequently, students tended to be passive recipients of information, engaging in reading and completing written exercises without meaningful creative involvement in constructing their own understanding. This pattern was especially evident in learning to write narrative texts with the theme “My Experience,” where students showed low enthusiasm, limited initiative, and difficulty in developing ideas into coherent stories (Riry et al., 2023).

Writing is a productive language skill that demands complex cognitive and linguistic processes, such as generating ideas, organizing content, choosing appropriate vocabulary, and constructing well-formed sentences. In Indonesian language education, writing is one of the four core skills—alongside listening, speaking, and reading—and is essential for academic success and lifelong learning. However, for many elementary students, writing is perceived as a tedious and difficult task, particularly when classroom activities are monotonous and heavily text-based. Without sufficient motivational stimuli, students may fail to see writing as a meaningful avenue for expressing personal experiences and perspectives (Setia Ningsih et al., 2025).

Interactive learning media offer a promising avenue to address these challenges. In this study, interactive learning media are defined as instructional tools designed to engage learners actively through responsive features, non-linear navigation, and feedback mechanisms that allow them to interact dynamically with the content. Drawing on Heinich’s perspective, the effectiveness of interactive media lies in their capacity to stimulate active participation, thereby enhancing learning motivation. Examples may include multimedia presentations, educational software, or digital applications that integrate text, images, audio, animation, and simple game-like elements to scaffold students’ writing processes. By providing rich, multimodal representations of ideas and immediate feedback, such media can transform writing into a more enjoyable and self-directed activity (Yusnan et al., 2025).

Motivation is a central psychological construct in learning. It encompasses internal and external conditions that energize, direct, and sustain behavior toward achieving learning goals. Uno conceptualized learning motivation as a psychological foundation that stimulates students’ desire and enthusiasm to attain academic objectives. Sardiman described motivation as a driving force that functions as an engine for action, determines the direction of behavior, and helps individuals select activities that are relevant to their goals. In the classroom context, motivated students tend to be more persistent in facing difficulties, more willing to invest effort, and more engaged in learning tasks, including writing (Karakuş, 2025).

Previous studies have demonstrated the influence of facilities and media on students’ motivation and learning outcomes. School facilities have a positive impact on students’ intrinsic and extrinsic motivation to learn at the primary level. School learning facilities contribute to students’ learning motivation, although the magnitude of the effect is relatively modest. Nugroho’s quasi-experimental research showed that PowerPoint-based media incorporating video and animation significantly affected both motivation and learning achievement. These findings collectively suggest that learning environments enriched with appropriate media can enhance students’ willingness to engage in academic tasks (Mula et al., 2024).

The use of media is particularly relevant within the specific domain of writing. Writing requires students to move from abstract ideas to concrete language output, a transition that can be supported by visual, auditory, and interactive stimuli. For instance, interactive media can provide story prompts, visual scenarios, or structured templates that help students recall and organize their personal experiences into coherent narratives. They can also offer immediate cues and examples that model the effective use of vocabulary, sentence patterns, and narrative structure. In addition, interactive features, such as clickable elements, drag-and-drop sequencing, and simple quizzes, can maintain students’ attention and make the learning process more enjoyable (Arviani & Novianti, 2025).

Against this backdrop, the actual conditions at SD Negeri 096 Manyabar show a significant gap between the potential of interactive media and their real use in the classroom. The limited use of interactive media is presumed to contribute to low motivation in writing, particularly in the “My Experience” task, where students should ideally be highly engaged because the content draws directly on their own lives. The observed lack of enthusiasm manifests in delayed task initiation, superficial completion of assignments, minimal revision, and limited willingness to share and present their stories.

To address this problem, the present study was conducted to empirically test the effect of interactive learning media on students' motivation in writing "My Experience" stories in grade VI at SD Negeri 096 Manyabar in the 2025–2026 academic year. The research focuses on whether the implementation of interactive media in the writing classroom can significantly enhance students' motivational levels and participation compared to the prevailing conventional approach. The central research question is formulated as: "How does the use of interactive learning media affect the level of students' motivation in learning to write 'My Experience' stories among sixth-grade students of SD Negeri 096 Manyabar, Mandailing Natal Regency, in the 2025–2026 academic year?"

This study is expected to yield both theoretical and practical contributions. Theoretically, it aims to enrich the literature on the relationship between technology-based media and learning motivation in language education, particularly in the context of writing at the primary level. Practically, it seeks to provide evidence-based insights for teachers and schools regarding the benefits of integrating interactive media into writing instruction to foster higher motivation, more active participation, and better writing experiences for students.

II. METHODS

A. *Research Design*

This study employed a quantitative research approach because it sought to measure the relationship between the use of interactive learning media and students' motivation in writing "My Experience" stories using numerical data and statistical analysis. Quantitative methods allow for objective measurement, comparison, and hypothesis testing, which are appropriate for determining whether the implementation of a specific instructional intervention is associated with changes in motivational scores (Sugiyono, 2019).

The research design adopted was a quasi-experimental design, more specifically, an *ex post facto* approach combined with a one-shot case study structure. In an *ex post facto* design, the researcher investigates events that have already occurred and examines possible causal relationships without manipulating the independent variable directly. In this study, interactive learning media were implemented in the writing class, and the researcher measured students' motivation and analyzed its association with the use of the media. The one-shot case study design involves administering a treatment to a single group and subsequently observing the outcomes without using a control group for comparison. Although this design does not permit strong causal inferences, it is suitable for natural classroom settings where random assignment and strict control conditions are difficult to implement (Creswell, 2021).

B. *Population*

The study was conducted at SD Negeri 096 Manyabar, a public primary school in Mandailing Natal Regency, North Sumatra, during the 2025–2026 academic year. The school was selected purposively based on preliminary observations indicating low student motivation in writing and limited use of interactive media in Indonesian language lessons. The research focused on sixth-grade students because they were expected to have acquired basic narrative writing skills and to be able to interact meaningfully with interactive media.

The population of the study consisted of all sixth-grade students at SD Negeri 096 Manyabar in the 2025–2026 academic year. The sample comprised 30 students from class VI, consisting of 15 students from class VI-A and 15 students from class VI-B. A total sampling technique was used because the number of students was manageable and including all of them increased the representativeness of the sample for the target grade level. Two main variables were investigated in this study. The independent variable (X) was the use of interactive learning media in teaching narrative writing, specifically the "My Experience" topic. The dependent variable (Y) was students' learning motivation in the writing class. Operationally, interactive learning media were defined as digital or technology-based instructional tools designed to present materials on narrative writing in an engaging way, incorporating multimodal elements and interactive features that allow students to respond, choose options, and receive feedback. Learning motivation was defined as the degree of students' willingness, enthusiasm, and persistence in engaging with writing tasks, reflected in their responses to a standardized motivation questionnaire.

C. *Data Collection*

Data were collected using three instruments: a media questionnaire, a learning motivation questionnaire, and documentation of students' written work. The media questionnaire consisted of 19 items designed to capture students' perceptions of the interactive learning media used during instruction, including aspects such as clarity of presentation, attractiveness, interactivity, and perceived usefulness. Responses were rated on a Likert scale, with higher scores indicating more positive perceptions of the media. The learning motivation questionnaire

also contained 19 items and measured dimensions such as interest in writing, persistence in completing tasks, willingness to participate, and attentiveness during lessons. It likewise used a Likert-type response format, with higher scores reflecting higher levels of motivation (Moleong, 2022).

Before being administered, the questionnaires were tested for validity and reliability. Content validity was established through expert judgment, drawing on the theoretical constructs of learning media and motivation described in the literature. Item analysis and reliability testing were subsequently conducted, and only items that met the criteria for validity and internal consistency were retained for the final instruments. Documentation of students' written work, namely, their "My Experience" stories, was collected to provide supporting evidence regarding changes in participation and engagement; however, the primary focus of analysis in this article is on motivational data.

The procedure of the study followed several stages. First, the teacher planned and implemented writing lessons that integrated interactive learning media, such as multimedia presentations and simple interactive applications that guided students through prewriting, drafting, and revising their stories. During these lessons, students were encouraged to select personal experiences, organize their ideas using visual organizers provided by the media, and compose their narratives with the support of prompts and examples displayed on the screen. The interactive features allowed students to click through stages, respond to guiding questions, and receive immediate cues when they needed to elaborate or clarify their ideas (Arikunto, 2017).

Second, after the implementation of interactive media in several sessions, the learning motivation questionnaire was administered to all 30 students. Students completed the questionnaire individually under the supervision of the teacher and the researcher to ensure that instructions were understood and that responses reflected their actual perceptions and feelings. The media perception questionnaire was also distributed to obtain data on how students experienced the interactive media as part of the writing instruction.

Third, the collected data were organized and analyzed using descriptive statistics. For each variable, the maximum and minimum possible scores were calculated based on the number of items and the scoring scale; for 19 items with a maximum score of 5 and a minimum of 1, the theoretical maximum was 95 and the minimum was 19. For the media variable, the empirical maximum score obtained by students was 70, while the minimum was 51, with a mean of 59.3, a median of 59, a mode of 57, and a standard deviation of 4.233. For the motivation variable, the empirical maximum score was 83 and the minimum was 46, with a mean of 67.5, a median of 68.5, modes of 69 and 73, and a standard deviation of 15.5.

III. RESULTS AND DISCUSSION

A. Descriptive Results

Data on the interactive learning media variable were obtained from a 19-item questionnaire completed by 30 sixth-grade students at SD Negeri 096 Manyabar. The theoretical maximum score for this instrument was 95 (19 items \times maximum score of 5), and the theoretical minimum was 19 (19 items \times minimum score of 1). Empirically, students' scores ranged from a minimum of 51 to a maximum of 70. The mean score was 59.3, the median was 59, the mode was 57, and the standard deviation was 4.233. These descriptive statistics suggest that, on average, students perceived the interactive learning media positively, although there was some variation in perceptions across the class.

To interpret these scores, a categorization scheme was used based on a two-category interval (high and low), with the range interval calculated as 38, resulting in a high category from 95–58 and a low category from 57–19. Using this classification, 16 students (53.3%) fell into the high category, and 14 students (46.7%) into the low category for media perception. Although slightly more than half of the students rated media use as high, nearly half still perceived it as relatively low, indicating that the implementation of interactive media was experienced as uneven or that some aspects did not fully meet all students' expectations.

Motivation data were collected using a second 19-item questionnaire administered to the same 30 students. The theoretical maximum and minimum scores were identical to those for the media variable (95 and 19, respectively). Empirical scores ranged from 46 to 83. The mean motivation score was 67.5, with a median of 68.5, modes at 69 and 73, and a standard deviation of 15.5. These values indicate that students' motivation levels were generally in the upper half of the possible score range, with considerable variability among individuals.

Applying the same interval-based categorization, scores from 95 to–58 were classified as high motivation, and 57 to–19 as low motivation. The results showed that 26 students (86.7%) were in the high motivation category, while only four students (13.3%) were classified as having low motivation. This distribution indicates that the majority of students reported relatively strong motivation to engage in writing activities following the implementation of interactive learning media.

Table 1. Summary table of key quantitative findings.

Variable	N	Theoretical Min–Max	Empirical Min–Max	Mean	Category “High” (f, %)	Category “Low” (f, %)
Interactive learning media	30	19–95	51–70	59.3	16 students (53.3%)	14 students (46.7%)
Learning motivation	30	19–95	46–83	67.5	26 students (86.7%)	4 students (13.3%)

This table shows that while perceptions of media use were moderately high, motivation levels were markedly high for most students.

The descriptive results point to a positive association between the implementation of interactive learning media and high levels of learning motivation in writing “My Experience” stories. After the integration of interactive media, the average motivation score reached 67.23 (rounded from 67.5 in the abstract), and 86.7% of students were categorized as having high motivation. These figures suggest that, in general, students felt more enthusiastic, engaged, and willing to participate in writing activities when interactive media were used as part of the instruction.

Students’ perceptions of the media, reflected in a mean score of 59.3 and a majority in the high category (53.3%), support the view that the interactive tools were experienced as helpful and engaging. The average perception score of 59.27, as noted in the abstract, indicates that students considered the media to be motivating and supportive during the learning process. This alignment between favorable media perceptions and high motivation is consistent with theoretical claims that attractive and interactive media can enhance students’ interest and involvement in learning tasks.

Nevertheless, the fact that 46.7% of students fell into the low category for media perception suggests that the implementation of interactive media was not uniformly effective for all learners. Possible reasons include differences in students’ familiarity with technology, individual learning preferences, or the quality and variety of the media used. Some students may have needed more scaffolding to navigate the interactive features, whereas others may have preferred more traditional forms of support. These nuances highlight the importance of designing and selecting interactive media that are accessible and engaging for diverse learners.

The findings of this study align well with theoretical perspectives on the role of media and motivation in learning. Sadiman’s functions of media—clarifying messages, overcoming limitations, arousing enthusiasm, enabling direct interaction with learning resources, making learning more attractive, and fostering positive attitudes—are reflected in the students’ reports of feeling more motivated and supported in their writing after using interactive media. The increased participation in composing, writing, and presenting stories observed in the classroom further illustrates how media can transform passive learning into active engagement.

From a motivational standpoint, the high proportion of students with elevated motivation scores corresponds to Sardiman’s view that motivation drives action, shapes goal-oriented behavior, and helps learners select beneficial activities. Interactive media, by providing immediate and visually rich stimuli, likely contributed to both intrinsic and extrinsic motivational factors, such as curiosity, enjoyment, recognition in class, and a sense of accomplishment when completing tasks. The use of personal experiences as the content of the writing task may also have enhanced intrinsic motivation, as students were invited to write about meaningful events from their own lives.

B. Discussion

The results are also compatible with prior empirical research. Bintoro’s study demonstrated that multimedia media with video and animation positively affected students’ motivation and achievement, which parallels the current finding that interactive media were associated with high motivation in writing (Widodo Pujo Bintoro et al., 2024). Studies by YC et al. (2025) showed positive relationships between school facilities and motivation, further supporting the idea that an enriched learning environment can foster students’ willingness to learn. The present study extends these findings into the specific context of narrative writing at the primary level, with a focus on interactive, technology-based media (YC et al., 2025).

The results have several important implications for teaching writing in primary schools. First, they suggest that integrating interactive media into writing lessons can significantly enhance students’ motivation to write. When students interact with multimedia content, visual prompts, and guided templates, they may find it easier to generate ideas and structure their stories, which reduces anxiety and increases confidence. Such support is especially valuable for students who struggle with abstract tasks and need concrete stimuli to spark their imagination.

Second, the findings highlight the need for teachers to develop competence in choosing and using interactive media that align with instructional objectives and students' characteristics. Media should not be used merely for entertainment but should be carefully designed to support the stages of the writing process, from prewriting to revising. For example, interactive story maps, digital picture sequences, and simple writing apps can scaffold the organization of ideas and the development of coherent narratives (Gonzalo, 2025).

Third, the variation in media perception among students underscores the importance of differentiating media use and providing alternative forms of support. Teachers may combine interactive media with more traditional tools, such as printed story frames, peer discussion, and teacher modelling, to ensure that all students can benefit from the lesson. Training and gradual familiarization with the media may also be necessary, particularly for students with limited exposure to technology.

Although the study provides evidence of a positive association between interactive media use and students' motivation in writing, several limitations must be acknowledged. The use of a one-shot case study design without a control group limits the ability to establish strong causal claims. It cannot be ruled out that other factors, such as teacher enthusiasm, classroom climate, or students' prior experiences, also contributed to the observed high motivation levels. Additionally, the sample size was relatively small (30 students) and drawn from a single school, which restricts the generalizability of the findings (Rubinè, 2025).

Another limitation is that the analysis focused primarily on descriptive statistics and the categorization of scores, without employing inferential statistical tests to quantify the strength of the relationship between media use and motivation. Future research could employ more rigorous experimental or quasi-experimental designs, including comparison groups and pretest–posttest measures, to provide stronger evidence of causality. Moreover, qualitative data, such as interviews or focus groups with students and teachers, could enrich the understanding of how interactive media influence motivation and writing processes.

Despite these limitations, this study offers valuable preliminary evidence that interactive learning media can play a significant role in enhancing students' motivation to write personal experience narratives in primary school. It underscores the potential of technology-integrated instruction to address motivational challenges and foster more engaging writing experiences for young learners.

IV. CONCLUSIONS

This study examined the effect of interactive learning media on sixth-grade students' motivation in writing "My Experience" stories at SD Negeri 096 Manyabar, Mandailing Natal Regency, during the 2025–2026 academic year. The findings showed that after the implementation of interactive media in writing lessons, students' motivation levels were generally high, with an average motivation score of 67.23 and 86.7% of students categorized as highly motivated. Students' perceptions of the media were also predominantly positive, as reflected in a mean media score of 59.3 and 53.3% of students in the high category, indicating that the media were experienced as engaging, helpful, and supportive of the learning process. These results support the conclusion that interactive learning media have a positive influence on students' motivation to learn to write narrative texts based on personal experiences. The media functioned not only as tools for presenting material but also as motivational triggers that increased students' attention, participation, and willingness to express their ideas in written form. The integration of interactive, multimodal elements into writing instruction appears to make the learning process more attractive, meaningful, and enjoyable for primary school students. The study suggests that teachers should be encouraged to systematically integrate interactive learning media into writing lessons, while schools should support this effort through the provision of appropriate technological infrastructure and professional development. Future research is recommended to employ more rigorous designs and larger samples and to explore not only motivational outcomes but also the impact of interactive media on the quality of students' written products. Overall, the findings highlight the important role of interactive media in fostering motivated, active, and creative young writers in Indonesian primary schools.

Funding Statement

" This study received no external funding."

Ethical Compliance

All procedures performed in the studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committees and the 1964 Declaration of Helsinki and its later amendments or comparable ethical standards.

Data Access Statement

A data access statement is a section in a scientific publication or research report that explains how the data used or generated in the study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with applicable open access policies.

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Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
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Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

ACKNOWLEDGEMENTS

The authors thank all people and institutions in most cases and provide acknowledgments sponsors and financial support.

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