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## The Implementation of Interactive Learning Media in Improving Students' Learning Enthusiasm in Economics Learning

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*Learning Enthusiasm, Interactive Learning Media, Economics Learning, Classroom Action Research, Students' Participation*

### ABSTRACT

The low level of students' learning spirit in economic learning is the main problem in this study. Students tend to show low participation during class discussions and learning activities due to monotonous teaching methods, boredom during lessons, and limited comprehension of learning materials. Therefore, the use of Interactive Learning media is considered necessary to create a more active, interesting, and student-centered learning process. This study aims to improve students' learning spirit in economic subjects through the application of Interactive Learning Media. This study used a Class Action Research (CAR) design conducted in two cycles. The subjects of this study were students of Class XI IPS 4 and XI IPS 5 SMA Negeri 1 Telaga Biru totaling 66 students. Data collection techniques include observation, student learning enthusiasm sheet, teacher activity observation sheet, and student activity observation sheet. The results showed that the application of Interactive Learning Media successfully improve students' learning spirit. In the first cycle, IP Class XI 4 reached 66.90%, while IP Class XI 5 reached 70.21%. In the second cycle, the score increased significantly to 83.41% for IP XI Grade 4 and 83.46% for IP XI Grade 5, both categorized as high. Therefore, it can be concluded that Interactive Learning Media successfully improved students' learning enthusiasm in economics learning.

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## Introduction

Education plays an important role in developing knowledge, skills, attitudes, and character of students in order to create quality human resources. In the learning process, teachers are expected to create an active, innovative, creative, effective, and fun learning atmosphere so that students can participate optimally in classroom activities. But in reality, many learning processes are still dominated by conventional teaching methods that tend to make students passive and less enthusiastic during lessons (Kokkinopoulou et al., 2026). This condition often affects students' learning spirit, especially in economics subjects that

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require students' understanding, participation, and critical thinking skills. The spirit of learning is an important factor that affects student success in the learning process because students who have high spirits tend to be more active, disciplined, and motivated in achieving learning goals (Ayu & Budiwati, 2025; Millah et al., 2025).

The spirit of learning is defined as internal and external impulses that encourage students to actively participate in the learning process in order to acquire knowledge and skills. According to Saputri et al., (2025), the spirit of learning can be reflected through the seriousness, participation, persistence, and willingness of students to complete learning tasks with enthusiasm. Students who have a high learning spirit usually show active participation during class discussions, show curiosity, and are motivated to complete tasks independently. Conversely, students with a low learning spirit often appear passive, easily bored, sleepy during lessons, and less responsive to teacher explanations. Therefore, increasing the spirit of student learning is one of the important responsibilities of teachers in the teaching and learning process.

The rapid development of technology in the field of Education has encouraged teachers to utilize various learning media to improve the quality of learning. One of the learning innovations that can be implemented is Interactive Learning Media. Interactive learning media refers to learning tools that allow students to actively interact with learning materials through videos, animations, educational games, quizzes, and multimedia presentations. Interactive Media not only serves as a means of delivering material but also creates a fun learning environment that can stimulate students' curiosity and motivation (Ramdhani & Khadafie, 2026). Through interactive learning media, students become more involved in the learning process because they not only listen to explanations from teachers but also participate directly in learning activities.

Several previous studies have shown that interactive learning media have a positive impact on student motivation and participation in learning. Research conducted by Choirudin et al., (2025); Karniawan et al., (2025); Maulidya & Astuti, (2025) revealed that the application of interactive media in elementary schools successfully increases student learning motivation and class participation. Students become more enthusiastic and actively involved during the learning process because the learning activities are more interesting and fun. Similarly, Research Julita & Armiati (2025), it was found that interactive media such as educational videos, games, and digital applications effectively increase students' learning motivation as students receive immediate feedback and are encouraged to actively participate in classroom learning activities.

Although many previous studies have discussed the effectiveness of interactive learning media in increasing student motivation and participation, most of these studies were conducted at the elementary school level and in subjects other than economics. In addition, previous Classroom Action Research (CAR) studies generally focused on improving students' learning outcomes and learning motivation in a broad sense, without specifically examining students' learning enthusiasm in economics learning at the senior high school level. Economics learning requires interactive learning media because the subject contains many

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abstract concepts, calculations, analytical discussions, and problem solving activities that often make students feel bored, passive, and less enthusiastic when learning is delivered only through conventional lecture methods. Therefore, teachers need innovative learning strategies that are able to actively involve students in the learning process and create a more engaging classroom atmosphere.

Furthermore, the current classroom condition at SMA Negeri 1 Telaga Biru shows that students' learning enthusiasm in economics subjects is still relatively low. Many students are less active during classroom discussions, show limited participation in learning activities, and tend to lose focus during lessons. This condition indicates that the learning process still requires more innovative and student-centered learning approaches. Although interactive learning media have been widely implemented in previous studies, research focusing specifically on improving students' learning enthusiasm in economics learning through Classroom Action Research in senior high schools is still limited. Therefore, there is still a research gap regarding the implementation of Interactive Learning Media to improve students' learning enthusiasm in economics subjects, particularly among Grade XI social studies students.

The novelty of this study lies in the implementation of Interactive Learning Media through a Classroom Action Research approach in the context of economics learning at SMA Negeri 1 Telaga Biru Gorontalo Regency. This study specifically focuses on improving students' learning enthusiasm through interactive and technology-based classroom activities, which distinguishes it from previous studies that mainly emphasized learning outcomes or general learning motivation. Therefore, this study is expected to contribute both theoretically and practically to the development of innovative learning strategies in economics education.

Based on preliminary observations conducted at SMA Negeri 1 Telaga Biru, several problems related to the spirit of student learning were identified during economic learning activities. Many students show low participation in classroom discussions and lack responsiveness during the teaching and learning process. Some students seem sleepy, talk to classmates during lessons, and often ignore the teacher's explanations. In addition, the learning process that is still dominated by Lecture methods and the limited use of Innovative Learning media causes students to feel bored and less interested in learning activities. These conditions indicate that the spirit of student learning in economic subjects is still relatively low and requires improvement through more innovative and interesting learning strategies.

Interactive Learning Media is considered appropriate to solve these problems because it can create a more active and student centered learning environment. Through interactive learning media, students can participate directly in learning activities through visual, audio, and multimedia elements that make learning more interesting and meaningful. Interactive Media also encourages students to collaborate, discuss, and express their ideas during classroom activities. As a result, students are expected to be more enthusiastic, motivated, and actively involved in the learning process. In addition, the application of interactive

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learning media can help teachers deliver learning materials more effectively and improve students' understanding of economic subjects.

This study uses Classroom Action Research (CAR) because it is considered suitable for solving practical problems found in classroom learning activities. Classroom action research enables teachers and researchers to apply learning innovations directly in the classroom and evaluate the improvement of students' learning spirit through multiple action cycles (Artanti et al., 2025). The study was conducted in two cycles involving students of Grade XI IPS 4 and XI IPS 5 SMA Negeri 1 Telaga Biru. Through this research design, it is expected that researchers can identify the effectiveness of Interactive Learning Media in improving students' learning spirit in economic learning activities.

The purpose of this study is to improve the spirit of student learning in economic subjects through the application of Interactive Learning Media in SMA Negeri 1 Telaga Biru Gorontalo Regency. This research is expected to provide theoretical and practical contributions to the field of education, especially in developing innovative learning strategies that can increase participation, motivation, and enthusiasm of students in classroom learning activities. Furthermore, this study can provide valuable information for teachers on the importance of utilizing interactive learning media to create an effective and enjoyable learning environment. Therefore, this study is considered important because it addresses the issue of low enthusiasm for student learning and offers alternative solutions through the application of Interactive Learning Media in economic learning.

### **Research Methods**

This study uses Classroom Action Research (CAR) using descriptive qualitative and quantitative approaches. Class action research is chosen because it is considered appropriate to solve practical problems encountered during the learning process and improve the quality of teaching in the classroom. According to Nguyen (2025), Classroom Action Research consists of a cyclical process involving stages of planning, action, observation, and reflection aimed at improving classroom learning practices. The research is carried out collaboratively between researchers and teachers of economic subjects through continuous evaluation and improvement during the implementation of the learning process.

The study was conducted at SMA Negeri 1 Telaga Biru which is located at Jl. Achmadi Hiola, Ulapato Village, Telaga Biru District, Gorontalo Regency, Gorontalo Province. The school implements an independent curriculum and has adequate educational facilities, including classrooms, laboratories, library facilities, computer laboratories, and multimedia learning equipment that supports the implementation of Interactive Learning media. This study was conducted in the odd semester of the 2025/2026 academic year. Preliminary observations were carried out on September 15, 2025, while the implementation of classroom action began on January 29, 2026.

The subjects of this study were students of Class XI IPS 4 and XI IPS 5 SMA Negeri 1 Telaga Biru totaling 66 students. The participants were selected purposively because both classes showed relatively low learning spirit during economic learning activities. Students tend to

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show low class participation, lack of concentration during lessons, and limited involvement in class discussions. Therefore, the application of Interactive Learning Media is expected to increase the spirit of learning and student participation during the learning process.

This study consists of two cycles, and each cycle consists of four stages: planning, implementation, observation, and reflection. At the planning stage, the researcher prepares teaching modules that integrate Interactive Learning Media, designs learning materials based on the Class XI economics curriculum, prepares observation sheets, learning spirit questionnaires, and supporting learning tools such as laptops, LCD projectors, internet connections, and interactive digital applications. In the implementation phase, teachers conduct learning activities using interactive learning media such as interactive PowerPoint presentations, educational videos, quizzes, and digital learning platforms. Students actively participate in class discussions, answer interactive questions, and complete individual and group educational activities (Siswanto & Saputra, 2025).

The observation phase was conducted collaboratively between researchers and collaborators to observe the implementation of Interactive Learning Media and student learning activities during the learning process in the classroom. Observation instruments include teacher observation sheets, student activity observation sheets, and student learning spirit sheets. Some of the aspects observed include student participation in class discussions, activeness in answering questions, cooperation between students, and responsiveness during learning activities. After the implementation phase, reflection activities are carried out to evaluate the strengths and weaknesses of each cycle. The results of reflection become the basis for increasing learning activities in the next cycle.

Data collection techniques used in this study include observation, interviews, questionnaires, tests, and documentation. Observations were made to determine the enthusiasm of student learning and class participation during the implementation of Interactive Learning Media. Interviews were conducted with teachers of economics subjects to obtain additional information about the learning conditions of students and the effectiveness of the Applied Learning media. Questionnaires were distributed to measure students' learning spirit before and after the action. Documentation techniques are also used to collect supporting data, including student attendance lists, school profiles, photos of learning activities, and other related documents.

The validity of the data in this study was ascertained through triangulation techniques by comparing information obtained from observations, interviews, questionnaires, and documentation. The researcher also works closely with the class teacher during the observation and reflection phase to ensure the objectivity and accuracy of the data collected. The collected Data were analyzed descriptively using percentage analysis technique. Observation Data on student activities and teacher performance were analyzed using a Likert scale with four categories of assessment, namely very good, good, sufficient, and bad (Sugiyono, 2021). The percentage of observation results is calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where P represents the percentage score, f represents the total score obtained, and N represents the maximum possible score. Furthermore, students' spirit of learning scores

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are categorized into five levels: very high (81-100%), high (61-80%), medium (41-60%), low (21-40%), and very low. (0-20%). Indicators of research success in this study were determined based on student learning enthusiasm and increased class participation. The application of Interactive Learning Media is considered successful if the student's learning spirit reaches a minimum score of 80% which is categorized as very high, and students show active participation during the economic learning process.

## Findings

### *The Initial Condition of Students' Learning Motivation*

Based on preliminary observations made at SMA Negeri 1 Telaga Biru on October 15-17, 2025, several problems related to student learning motivation in economics subjects were identified. Students are often absent during lessons, show low participation in classroom activities, often feel sleepy during teaching, and pay little attention to teacher explanations. In addition, the interaction between teachers and students is still limited, which affects the spirit of students during the learning process.

This classroom action (CAR) research was carried out in Class XI IPS 4 and XI IPS 5 during the 2025/2026 academic year. This study involved 66 students consisting of 35 students XI IPS 4 and 31 students XI IPS 5. The research was conducted in two cycles, and each cycle consists of stages of planning, implementation, observation, and reflection.

### *Teacher Activity during the Learning Process*

The implementation of interactive learning media showed an improvement in teacher activities from Cycle I to Cycle II. The results of teacher observations are presented in Table 1.

**Table 1.** Teacher Activity Observation Results in Cycle I and Cycle II

Cycle	Meeting 1	Meeting 2	Average	Category
Cycle I	65%	68%	66%	Fair
Cycle II	81%	95%	88%	Good

The findings showed that teachers' ability to manage learning in the classroom increased significantly after applying Interactive Learning media. During Cycle II, teachers become more effective in motivating students, managing classroom interactions, guiding discussions, and utilizing media features to support learning activities. The increase from 66% in the first cycle to 88% in the second cycle shows that interactive learning media contribute positively to improving teaching performance.

### *Student's Learning Activities*

Students' learning activities improved during the implementation of Interactive Learning media in economics learning. The improvement can be seen from Cycle I and Cycle II observation results.

**Table 2.** Students' Learning Activities in Cycle I

Indicator	Meeting 1	Meeting 2	Average
Paying attention to teacher explanations and media display	75%	68%	72%
Asking questions and expressing opinions	68%	68%	68%

Actively using media features and completing quizzes	56%	75%	66%
Participating in group discussions	68%	75%	72%
Showing enthusiasm during learning activities	68%	72%	72%
Overall Average	67%	72%	70%

Based on Table 2, the first cycle of student learning activities is still quite enough. Some students are still passive in class discussions and lack confidence in expressing opinions. The lowest percentage was found in students' participation in using media features and completing quizzes, which only reached 56% at meeting 1. However, some indicators improved during Meeting 2. Students became more active in taking quizzes and using interactive learning media, increasing from 56% to 75%. Students also showed better enthusiasm during classroom learning activities. To provide a clearer picture of student learning activities in the first cycle, the observation results are also presented in Figure 1.

**Figure 1.** Percentage of Students' Learning Activities in Cycle I

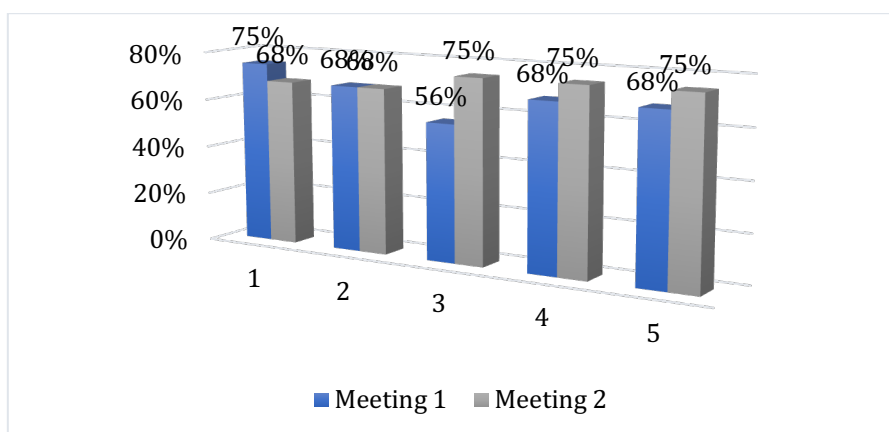


Figure 1 shows that students' learning activities improved from Meeting 1 to Meeting 2 in almost all indicators. The increase indicates that students gradually adapted to the implementation of Interactive Learning media during the learning process.

The observation results of students' learning activities in Cycle II are presented in Table 3.

**Table 3.** Students' Learning Activities in Cycle II

Indicator	Achievement 1	Achievement 2	Average
Paying attention to teacher explanations and media display	91%	94%	93%
Asking questions and expressing opinions	83%	87%	85%
Actively using media features and completing quizzes	84%	91%	88%
Participating in group discussions	84%	94%	89%
Showing enthusiasm during learning activities	83%	91%	87%
Overall Average	85%	91%	88%

Based on Table 3, student learning activities in Cycle II experienced a significant increase compared to cycle I. Students become more active in class discussions, more enthusiastic in taking quizzes, and more confident in expressing opinions during learning activities. The highest increase occurred in student participation in group discussions which increased from 84% to 94%. Students also showed greater attention to teacher explanations and media presentations, increasing from 91% to 94%. To provide a clearer picture of student learning activities in the second cycle, the observation results are also presented in Figure 2.

**Figure 2.** Percentage of Students' Learning Activities in Cycle II

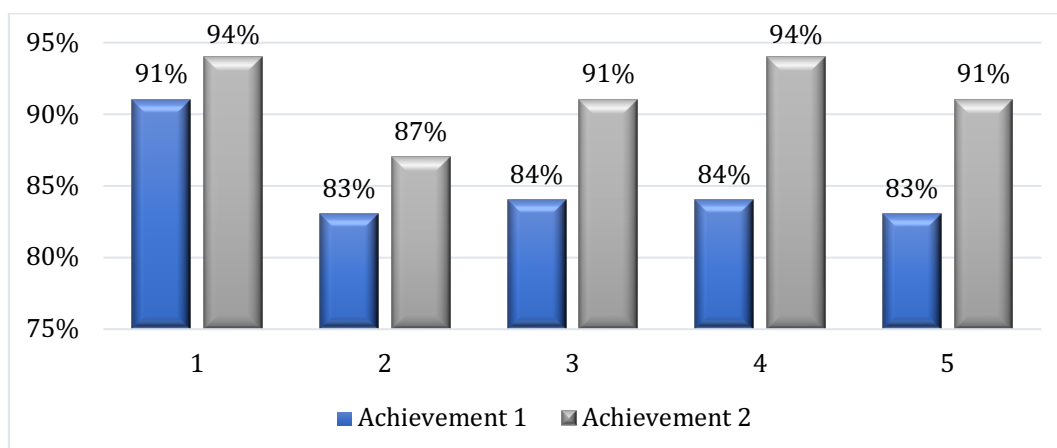


Figure 2 shows that all indicators of student learning activities have increased from Achievement 1 to achievement 2. Students become more active in using media features, completing quizzes, participating in discussions, and showing enthusiasm during learning activities. Overall, the average percentage increased from 85% at Achievement 1 to 91% at Achievement 2, with an overall average of 88%. These findings show that Interactive Learning media successfully increase student participation in the classroom and the spirit of learning.

### ***Student's Learning Motivation***

The main findings of this study concern the improvement of students' learning motivation after the application of Interactive Learning media. The results are presented in Table 4.

**Table 4.** Students' Learning Motivation Results

Class	Cycle I Meeting 1	Cycle I Meeting 2	Cycle II Meeting 1	Cycle II Meeting 2
XI IPS 4	46%	67%	83%	90%
XI IPS 5	43%	70%	84%	89%

The findings indicate a significant increase in student learning motivation from cycle I to Cycle II. In the first cycle, students are still adapting to the use of interactive learning media so that the percentage of motivation generated is relatively low. However, after the improvement of learning strategies during the Second Cycle, students become more enthusiastic and actively involved in classroom activities.

The average learning motivation in the first cycle reached 68%, while in the second cycle increased to 89%. This result exceeds the predetermined success indicator by 80%.

Therefore, the application of Interactive Learning media is considered successful in increasing student learning motivation in economic subjects.

## **Discussion**

The findings of this classroom action study revealed that the application of Interactive Learning media significantly increases the motivation to learn and student learning activities in economic subjects at SMA Negeri 1 Telaga Biru. The increase can be observed from the increase in teacher activities, student learning activities, and student learning motivation from cycle I to Cycle II. These findings suggest that interactive learning media creates a more active and student-centered learning environment.

The increase in teacher activity from 66% in the first cycle to 88% in the second cycle shows that teachers become more effective in managing learning in the classroom after applying Interactive Learning media. Teachers are better able to motivate students, guide discussions, and utilize media features during the learning process. According to Ryanto et al., (2025), learning media play an important role in helping teachers deliver material effectively and create a more interactive classroom situation. Therefore, the use of interactive media not only increases student participation but also improves the instructional performance of teachers.

Students' learning activities also increased significantly during the implementation of the study. The overall average increased from 70% in cycle I to 88% in Cycle II. Students become more active in discussions, more confident in expressing opinions, and more enthusiastic in completing quizzes and study assignments. These findings support the theory put forward by Nurwendari et al., (2025) which states that learning motivation and active participation can increase when students are directly involved in meaningful learning activities.

The findings of this study are consistent with previous studies related to interactive learning media. Research conducted by Ayu & Budiwati, (2025); Millah et al., (2025) found that interactive learning media improved students' classroom participation and learning motivation because students became more interested and focused during lessons. Similarly, a study by Saputri et al., (2025), revealed that interactive media-based learning can increase students' enthusiasm and engagement through visual presentations, quizzes, and collaborative activities. These studies strengthen the findings of the present research that Interactive Learning media positively affect students' motivation and classroom participation.

The main finding of this study is that there is a significant increase in student learning motivation. The average motivation score increased from 68% in cycle I to 89% in Cycle II, exceeding the predetermined success indicator by 80%. Initially, students still need adaptation to the use of Interactive Learning media. However, after improvements in the Second Cycle, students become more enthusiastic and actively involved in economic learning activities. This finding is in line Julita & Armiati (2025), which explains that interesting

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learning media can stimulate student attention, increase curiosity, and encourage the spirit of learning.

In practical terms, the findings imply that teachers should continue to develop innovative learning strategies by integrating technology-based learning media into classroom activities. Schools are also expected to support the implementation of interactive learning by providing adequate technology facilities and teacher training programs. The successful application of Interactive Learning media in this study shows that innovation in learning is very important to increase the motivation and participation of students in economic learning.

### **Conclusion**

Based on the findings of this Classroom Action Research, it can be concluded that the implementation of Interactive Learning Media successfully improved students' learning enthusiasm in economics subjects at SMA Negeri 1 Telaga Biru. The improvement was reflected in the increase of teacher activities, student learning activities, and students' learning enthusiasm from Cycle I to Cycle II. Teacher activity increased from 66% in Cycle I to 88% in Cycle II, indicating better classroom management and more effective learning implementation. Student learning activities also increased from an average of 70% in Cycle I to 88% in Cycle II. Furthermore, students' learning enthusiasm increased significantly from 68% in Cycle I to 89% in Cycle II, exceeding the predetermined success indicator of 80%. These findings indicate that Interactive Learning Media creates a more active, engaging, and enjoyable learning atmosphere through the use of visual displays, quizzes, and interactive features that encourage students to participate actively, express their opinions confidently, and become more enthusiastic during classroom learning activities. Therefore, Interactive Learning Media can be considered an effective alternative learning strategy to improve students' learning enthusiasm in economics learning. In addition, this study provides practical contributions for teachers in developing innovative and technology-based learning strategies to support effective classroom learning. However, this study was limited to economics subjects and was conducted only at one senior high school. Therefore, future researchers are encouraged to conduct similar studies in different subjects, educational levels, or learning environments in order to obtain broader findings regarding the effectiveness of Interactive Learning Media in improving students' learning enthusiasm and learning achievement.

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