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Project-based learning and student motivation at SMB Dharma Virya Oku Timur

Sudhar Wati[1], Wistina Seneru[2], Vike Aprilianin Marwintaria Saputri[3]

[1]Buddhist Education Department, Jinarakkhita Buddhist College of Lampung, Indonesia

[2,3]Buddhist Communication Science Department, Jinarakkhita Buddhist College of Lampung, Indonesia

Email: sudhar.wati@sekha.kemenag.go.id

Abstract: This study aims to determine the effect of project-based learning (PBL) on student learning motivation at SMB Dharma Virya OKU Timur. The problem addressed in this study is based on the low learning motivation of students due to the dominance of conventional learning methods. The research was conducted at SMB Dharma Virya Oku Timur using a quantitative survey method, in which students were divided into a group that applied PBL and a control group that used conventional methods. The research instrument was a learning motivation questionnaire that had been tested for validity and reliability. The results showed that there was a significant increase in learning motivation among students who participated in project-based learning compared to the control group. The application of PBL contributed significantly to increasing student motivation, activity, and learning achievement. Teachers can also implement several strategies to minimize shortcomings, such as providing a clear structure and sufficient basic knowledge before starting a project, as well as monitoring student progress regularly. The success of student learning can be determined by the motivation that the students themselves have. Students who have high learning motivation tend to have high achievement, whereas students who have low learning motivation will have low learning achievement. The level of motivation can determine the level of effort and enthusiasm a person has for an activity. Thus, the *Project-Based Learning* model can be an effective and meaningful learning approach for students. Therefore, it can be concluded that project-based learning is effective in increasing student learning motivation and can be used as an alternative learning strategy in schools.

Keywords: Project-Based Learning, learning motivation, Buddhist Sunday School.

1. Introduction

Education in Indonesia is one of the most important foundations and plays a significant role in a person's life. Education itself is considered important because of its essence, which is to educate and change a person's lifestyle for the better through learning activities and experiences that occur in education itself [1]. Education in Indonesia has not yet reached a point of stability. This is because educational development in Indonesia has not shown significant and equitable progress in both urban and rural areas [2].

Law No. 20 of 2023 on the education system states that education is "a conscious and planned effort to create a learning and teaching environment in which students actively develop their potential to acquire religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society" [3]. During the observation interviews, it was found that one of the problems at SMB Dharma Virya was that some students lacked motivation to learn. These students had difficulty achieving

their learning targets due to their lack of motivation, which made them inactive in the learning process and unwilling to do the assigned tasks. Students also feel embarrassed when asked a question and are reluctant to answer, but project-based learning motivates students to participate in the learning process [4]. Buddhism also emphasizes the importance of learning in human life: "A person who is lazy in learning will age like an ox, only gaining weight while their wisdom does not develop" (Dh.152).

Project-based learning is a learning method based on projects where students are faced with real-world problems or actual issues. Project-based learning has emerged as an innovative approach that focuses on solving real and complex projects [5]. PBL encourages students to actively engage in the learning process by solving problems and applying their knowledge to produce relevant products. According to Kamaruddin et al. (2023), PBL is a learning model that emphasizes student activities in solving problems and applying their knowledge to produce authentic products Kamaruddin et al. (2023). Although PBL has been widely implemented in various countries and has shown positive results in increasing student motivation, there are still challenges in its implementation in Indonesia, especially among students who find conventional learning methods difficult Project-based learning models have unique characteristics and are considered a different approach to the learning process [6]. The success of project-based learning is highly dependent on careful planning and the involvement of individuals with relevant skills and expertise [7].

Project-based learning is a learning method based on projects in which students are faced with real-world problems or actual issues [8]. This method has its own unique advantages that are very important and can provide specific benefits for students. However, this learning method is rarely used by teachers because it is time-consuming [9]. Therefore, teachers consider the advantages and disadvantages of the Project-Based Learning model so that it can be implemented effectively and efficiently. Teachers can also implement several strategies to minimize the disadvantages, such as providing a clear structure and sufficient basic knowledge before starting the project, as well as monitoring student progress regularly (Damanik, 2020). Thus, the Project Based Learning model can be an effective and meaningful learning approach for students. Motivation is the drive or force that encourages someone to do something with enthusiasm and excitement. Usually, this motivation comes from the need to achieve certain goals, whether it is to acquire knowledge, skills, or academic achievements. In the context of learning, high motivation can encourage students to be more actively involved in the learning process, thereby improving learning outcomes [10]. This learning motivation is also a general driving force within students that triggers learning activities, which ensures the continuity of learning and can provide direction for learning activities so that learning objectives can be achieved with the learning motivation that exists within students [11]. Student learning success can be determined by the motivation that the students themselves have. Students who have high learning motivation tend to have high performance, whereas students who have low learning motivation will have low learning performance. The level of motivation determines the level of effort and enthusiasm a person has for an activity [12]. This

learning motivation arises due to intrinsic factors such as desire and the desire for success, as well as the drive to learn and aspirations.

Learning motivation in Buddhism is closely related to the concept of Virya, which encompasses enthusiasm and effort [13]. In the learning process, one of the elements that can support learning success is media. Media can increase students' motivation and interest in learning in the classroom, as well as improve students' understanding of the material presented by the teacher. The media used in the learning process can also enliven the atmosphere [14]. Efforts to increase learning motivation can be done in several ways, as explained above, which can motivate teachers, students, and the community [15]. Motivated students are encouraged by a strong drive to succeed in learning. A high enthusiasm for learning creates an awareness of the importance of learning as a necessity and the ability to work together [16].From the results of observations, there are students who experience a lack of motivation to learn because they feel bored during the learning process. However, project-based learning can motivate these students to enthusiastically participate in the learning process and make them more active than usual. Motivation is a psychological condition that drives a person to take action or achieve a goal. Learning motivation can be divided into two types: intrinsic and extrinsic motivation [17]. Intrinsic motivation comes from within the student, while extrinsic motivation comes from external factors, such as rewards or compensation. Research shows that students who are highly motivated to learn can achieve better learning outcomes. However, many students experience a decline in learning motivation due to uninteresting learning methods. This can cause students to feel bored and less involved in the learning process, which in turn has a negative impact on their learning outcomes [18].

With this background, the research described above aims to examine how PBL can contribute to increasing student learning motivation and its impact on their learning outcomes. This research is expected to contribute significantly to the development of more effective and engaging learning methods and provide recommendations for educators in increasing student learning motivation through a project-based learning approach.

2. Method

This study uses a quantitative approach with a survey method to obtain information from a number of respondents through questionnaires or structured interviews, with the aim of measuring certain variables statistically. This method is very appropriate for measuring the level of influence between variables objectively and thoroughly. In its implementation, the initial step of the research design began with the collection of preliminary information relevant to the topic, followed by the preparation of the background, identification, and formulation of the problems to be studied. Next, the researchers conducted a review of relevant literature as a theoretical basis and designed the research method.

Research variables are identified and an instrument grid is developed to create a questionnaire that will be used in data collection. Before being applied to the sample, the questionnaire is first tested to measure its validity and reliability using statistical analysis.

If the instrument is declared valid and reliable, the questionnaire is distributed to a broad research sample to collect the necessary data. The collected data was then analyzed using statistical methods in accordance with the research objectives, so that the results could be evaluated and used as a basis for compiling the discussion and conclusions of the research.

In this study, the population used was all 32 students of SMB Dharma Virya. Meanwhile, the sample was a part of the population selected with characteristics that represented the population well. Thus, the selection of an appropriate sample will ensure that the research results can be generalized accurately. The sample size in this study was adjusted to the existing population, namely 32 students at SMB Dharma Virya, so that the entire population could be used as a sample to obtain valid data that represented the actual conditions.

3. Results and Discussion

3.1. Reliability Test

Table 4.1 Reliability Test

Reliability Statistics	
Cronbach's Alpha	Number of Items
.953	65

Source: Data processed in 2025 using SPSS 27

Based on the reliability test results presented in the table, the Cronbach's alpha value obtained was 0.953 for the 65 items tested. This value indicates that the research instrument used is highly reliable. Thus, this instrument has met the requirements for good reliability and can be used consistently to measure the variables in this study.

3.2. Normality Test

Table 4.2 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		35
Normal Parameters[a,b]	Mean	0.0000000
	Std. Deviation	7.19450716
Most Extreme Differences	Absolute	-096
	Positive	-078
	Negative	-096
Test Statistic		.096
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		

Source: Data analysis results for 2025 using SPSS version 27

Based on the output results in the one-sample Kolmogorov-Smirnov test column above, it can be seen that the significance value (2-tailed) is 0.200. This value is greater

than 0.05, so it can be concluded that the population data from the measurement tool distribution, namely the questionnaire, is normally distributed. To determine the positive effect of project-based learning on student learning motivation.

3.3. Homogeneity Test

Table 4.3 Homogeneity Test Results

Homogeneity Test					
Homogeneity Test		Levene Statistic	df1	df2	Sig.
Homogeneity Test	Based on Mean	2.541	5	7	.128
	Based on Median	1,800	5	7	,231
	Based on Median and with adjusted df	1,800	5	2.000	.394
	Based on trimmed mean	2,495	5	7	.133

Source: Based on 2025 data using SPSS version 27

Based on the results of the homogeneity test using Leven's test from the output of the test of homogeneity of variances above, the significance value of project-based learning on student learning motivation was obtained to be 0.128 < 0.05. Because the significance value (sig) is greater than 0.05, it can be concluded that the two data groups are homogeneous.

Table 4. 4 Regression Equation *Output*

Coefficients”						
	Capital	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1.	(Constant)	22.072	11,968		1,844	.074
	Project-based learning	1,049	.099	.879	10,615	<.000

a. Dependent Variable: Student learning motivation

Source: Data analysis results for 2025 using *SPSS* version 27

Based on the results in the coefficient table, a constant value of 22.072 was obtained, indicating that if project-based learning has a value of 0, the consistent value and learning outcome variable will be 22.072. The regression coefficient for the project-based learning variable (X) is 1.049, indicating that every one-unit increase in project-based learning will increase the Y variable or student learning motivation by 1.049.

Table 4.5 ANOVA Analysis Output
Source: Data processed in 2025 using SPSS version 27

ANOVA					
Modal	Sum of Squares	df	Mean Square	F	Sig.
Regression	6008.700	1	6008.700	112.671	.001[a]
Residual	1756.872	33	52,329		
Total	7,768,571	34			

a. Dependent variable: project-based learning
b. Predictors: (Constant), student learning motivation

Based on the ANOVA output, the calculated F value is 112.671 with a significance value of 0.000. Because SPSS automatically facilitates the interpretation of significance, there is no need to match it with the F table, and this significance value is less than 0.05, indicating that H0 is rejected and Ha is accepted. This means that there is a significant effect of project-based learning on student learning motivation. Next.

3.4. Determination Coefficient Test

Table 4. 6 R Square Determination Coefficient Values

Model Summary				
Model	*R*	*R Square*	*Table 4.3 Homogeneity Test Results*	*Table 4.3 Homogeneity Test Results*
1	.879[a]	.773	.767	7.303

a. Predictors: (Constant), project-based learning

Source: Data analysis results for 2025 using SPSS version 27

Based on the results of the simple regression analysis shown in Table 4.3, an R value of 0.879 or 0.879x100%=87.9% was obtained, indicating a very strong relationship between project-based learning and student learning motivation. The R Square value of 0.773 indicates that 77.3% of the variation in student learning motivation can be explained by project-based learning. Meanwhile, the Adjusted R Square value of 0.767 shows that the model remains stable and good even when taking into account the sample size and variables. The standard error of estimate value of 6.123 indicates a relatively low level of model prediction error, so the model is considered good enough to use.

3.5. Descriptive Indicators on Project-Based Learning Variables

The project-based learning variable in the 2025 SMB Dharma Virya study was measured using a questionnaire with a Likert scale consisting of 30 statements that were validated and reliable through validity and reliability tests of instruments with a scale of 1 to 5. The research calculations were analyzed using SPSS version 27 computer software, resulting in a description of the research data obtained through questionnaires related to project-based learning. Through the description presented, the maximum and minimum scores obtained in the questionnaire data analysis can be seen. In this study, the project-

based learning variable has several indicators, namely Cooperation, Problem Solving, Learning Media, and Technology Use. The results of the description of the project-based learning variable are presented in Table 4.7 as follows.

Table 4.7 Statistical Description of Project-Based Learning Variables

Descriptive Statistics							
	N	Range	Min	Maximum	Mean	Standard Deviation	Variance
Project-based learning	30	45	97	142	120.46	12,673	160.608
Valid N (listwise)	30						

Source: Data processed in 2025 using *SPSS version 27*

Based on the results of the data processing above, it is known that the project-based learning variable (X) from the questionnaire completed by 30 respondents obtained data with a score range of 54, a minimum score of 117, a maximum score of 171, a mean score of 148.43, and a variance score of 228.487. The project-based learning variable consists of 30 statement items divided into 4 indicators.

3.6. Description of learning motivation indicators

In this study, the learning motivation variable at SMB Dharma Virya in 2025 was measured using a Likert scale questionnaire consisting of 35 statement items that were declared valid and reliable after undergoing validity and reliability tests with five answer options scored from 1 to 5. In this study, the student learning motivation variable has several indicators, including interest in learning, self-confidence, student perseverance, and participation. The calculations in this study were analyzed using computer software, namely SPSS (Statistical Package for the Social Sciences) for Windows version 27, with the following results.

Table 4.8 Statistical description of student learning motivation variables

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Standard Deviation	Variance
Project-Based Learning	35	54	117	171.	148.43	15,116	288.487
Valid N (listwise)	35						

Source: Data analysis results for 2025 using *SPSS version 27*

Based on the results of the data processing above, it is known that the variable of student learning motivation or variable Y from the questionnaire results conducted on 35 respondents obtained data with a score range of 54, a *minimum* score of *117,* a *maximum*

score of 171, and a *variance* score of 288,487. The variable of student learning motivation consists of 35 statement items divided into 4 indicators.

3.7. Recapitulation of project-based learning indicators

Based on the results of the data description per indicator, the recapitulation of the variable (X) of student learning outcomes is as follows.

Table 4.9 Summary of Learning Motivation Indicators

Learning Motivation					
No	Indicator	Number (F.X)	Average	Percentage	Criteria
1	Interest in learning	157	4.49	89	Very High
2	Confident	160	4.57	91	Very High
3	Student perseverance	163	4.66	93	Very High
4	Participation	163	4.66	93	Very High
	Average Number	160	460	91	Very High

Source: Results of data processing in 2025 using Microsoft Excel 2019

Based on Table 4.18, it shows the recapitulation results of learning outcome variables covering 3 indicators, namely cognitive, affective, and psychomotor. Each indicator is displayed in the form of a number (frequency multiplied by weight x), average value, percentage, and criteria. The cognitive indicator has a percentage of 87%, which is classified as a "very high" criterion. The affective indicator has a percentage of 88%, which is classified as a "very high" criterion. The psychomotor indicator has a percentage of 84%, which is classified as a "very high" criterion. Based on the recapitulation results of the 3 indicators, the frequency is 194, with an average of 4.30 and a percentage of 86%. These results show that the learning outcome variable is in the very high category.

4. Discussion

In the era of modern education, learning methods continue to evolve in order to foster a more meaningful learning spirit for students, including in the context of religious education. At the East OKU Buddhist Sunday School (SMB), learning is not only aimed at conveying Dharma teachings theoretically, but also at shaping character and behavior in accordance with Buddhist values. However, in practice, not all learning approaches are able to optimally attract students' interest and motivation to learn. Therefore, a more interactive and student-centered method is needed. One approach that has begun to be implemented is project-based learning, which encourages students to be directly involved in the learning process through real and collaborative activities.

4.1. The Effect of Project-Based Learning on Student Learning Motivation

Based on the results of data analysis and hypothesis testing, it is known that project-based learning has a positive and significant effect on student learning motivation, especially in the context of learning at the Buddhist Sunday School (SMB). This means that project-based learning on student learning motivation is one of the factors that

influence the increase in student learning motivation in the Buddhist Sunday School environment. Thus, it can be concluded that the better the implementation of project-based learning on student learning motivation in learning activities, the higher the learning outcomes shown by SMB students who are able to demonstrate an increase in student learning motivation. This is supported by evidence obtained through research results in the form of questionnaires, which were then analyzed and tested for validity. This was used in the decision-making and conclusions of this study.

The effect of project-based learning (PBL) on student learning motivation is very significant and positive. This learning model encourages students to be actively involved in the learning process through challenging and meaningful activities, such as designing and completing projects related to real life [19]. These activities provide a more contextual learning experience , so that students feel that what they are learning is more relevant and useful. In addition, group work and opportunities for creativity increase students' confidence and responsibility for their learning outcomes. Thus, PBL can increase students' intrinsic motivation, strengthen their enthusiasm for learning, and encourage them to be more enthusiastic in participating in learning.

This study is in line with the results of [9]. The selection of the project-based learning (PBL) model is determined by its ability to provide students with opportunities to learn independently, deepen their personal understanding, adapt more easily to real-life situations, and produce tangible products. Project-based learning focuses on questions and problems involving complex tasks and encourages students to engage in problem solving, decision making, research, and reflective activities, while the teacher's role is as a guide. This approach emphasizes questions that support students in applying concepts and principles through direct experience. By using a project-based learning model, students can gain understanding from their experiences and apply it in their daily lives.

Thus, to explain the role, duties, and obligations of a student. The application of student learning motivation, such as the enthusiasm for learning among Buddhist students, also emphasizes the importance of learning in human life: "A lazy person will age like an ox, only gaining weight while their wisdom does not develop" (Dh.152). The success of project-based learning depends heavily on careful planning and the involvement of individuals with relevant skills and expertise. Thus, these individuals can provide effective guidance during the learning process, answer questions, and help students overcome challenges. Good planning includes setting clear goals, selecting appropriate projects, and allocating appropriate time.

4.2. How much influence does project-based learning have on student learning motivation?

Based on empirical data, the results of linear regression analysis show that 87.9% of project-based learning has a positive and significant effect on increasing student learning motivation at SMB Dharma Virya. Meanwhile, the remaining 12.1% of the student learning motivation variable in this study was influenced by other factors that were not examined. This shows that project-based learning plays an important role in increasing

student learning motivation, but most of the students' learning motivation is still influenced by project-based learning factors.

In this context, project-based learning on student learning motivation can be understood as an approach that can strengthen internal factors, particularly in terms of learning motivation. Project-based learning (PBL) has a significant influence on student learning motivation. This model actively involves students in the learning process through planning, implementing, and completing projects that are relevant to real life. This direct involvement increases students' sense of responsibility and ownership of learning, thereby triggering their intrinsic motivation. In addition, PBL encourages students to think critically, solve problems, and work together in teams, all of which help strengthen their enthusiasm for learning. Research shows that students who learn using the PjBL approach tend to show higher learning motivation compared to traditional learning methods. Therefore, PBL is considered one of the most effective learning strategies for improving student motivation and engagement overall.

Meanwhile, the constant value of 22.072 indicates that when project-based learning is not applied at all (value x = 0), the predicted value of project-based learning remains at 22.072. This means that student learning outcomes still have a base value even without the influence of project-based learning. This baseline value reflects the contribution of other factors that also influence learning motivation, such as learning style, interest, motivation, family environment, other learning media, and other internal or external factors. Therefore, even though project-based learning contributes significantly, optimal improvement in learning outcomes is still influenced by a combination of various other supporting factors.

Significance testing was conducted using ANOVA (Analysis of Variance), and the analysis results showed a calculated F value of 112.671 with a p value of 0.000, which is much smaller than the significance threshold of 0.05. The F value shows that the project-based learning variable significantly affects the student learning motivation variable. This reinforces that this approach can be used as an effective learning strategy in increasing student learning motivation, especially in the context of learning at Buddhist Sunday School (SMB). The consistent and continuous application of project-based learning can be an effective strategy in improving student learning outcomes.

5. Conclusion

The results of the study indicate that project-based learning has a positive and significant effect on student learning motivation at Dharma Virya SMB. The better the implementation of this method, the higher the student motivation. Thus, project-based learning has been proven to be effective in increasing student learning motivation, making it a recommended strategy.

Based on the results of this study, it is recommended that SMB Dharma Virya continue to support educational research and development activities by providing adequate facilities and infrastructure as well as training for educators in implementing innovative learning methods. The school is also encouraged to collaborate with external parties to broaden its knowledge and experience. The results of this study are expected to be a

reference for readers in understanding learning dynamics and developing effective approaches according to the local context. Teachers, as the main actors in education, are expected to apply the research findings in their daily practices, be more active in conducting classroom action research, and innovate by integrating technology and local wisdom. In addition, future researchers are encouraged to explore other factors that influence learning, use mixed methods to obtain more comprehensive results, and conduct comparative research between private and public schools in the East OKU region to gain a broader understanding of the challenges and strategies for improving the quality of education.

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