

# The Effect of Kupin Media to Increase Motivation in IPAS Learning Based on the Merdeka Curriculum at the Elementary School Level

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**Abstract:** The purpose of this study was to determine the effect of Kupin media on increasing student learning motivation in Natural and Social Sciences (IPAS) subjects at the elementary school level, especially grade IV. The method used is quasi-experiment with RND approach, the respondents used are 25 students. Data were collected through observation of motivation and distribution of questionnaires questionnaire learning motivation before and after the use of Kupin media. The findings showed that the average score of students' motivation increased from 60.4 before using Kupin media to 78.2 after using it. This study shows that Kupin media is effective in increasing students' motivation in IPAS lessons. Therefore, it is recommended that Kupin media can be used gradually in the learning process to improve students' motivation and learning outcomes.

**Keywords:** Kupin media; Learning motivation; Merdeka curriculum

## Introduction

Education is essential to human development, everyone has the right to receive it and should always strive to further their education (Biesta, 2021; Kopnina, 2020). Education is a lifelong process that is essential for self-development and the ability to lead an informed life (Pherson-Geyser et al., 2020). It is a process that will never be completed. People are educated to become productive members of their own country and homeland. The purpose of education is to improve people's standard of living, enhance social welfare and uphold the dignity of the nation.

The learning process is an educator's effort to increase students' interest, character, and ability to capture information conveyed through teaching and learning activities (Lombardi et al., 2021; Yanti et al., 2022). Of course, learning does not always go according

to plan because there are still problems that often cause obstacles in the classroom (Sandria et al., 2022).

The implementation of an *Merdeka* curriculum implies changes (Kamila & Agus, 2023). These changes include various aspects including the merging of science and social studies subjects at the elementary school level (Ndari et al., 2023). Science and social studies subjects are combined into Natural and Social Sciences (IPAS) subjects, with the hope of triggering students to be able to manage the natural and social environment in one unit (Prastiwi & Halidjah, 2024).

Students with strong intrinsic motivation will have higher learning outcomes; that is, stronger learning motivation will lead to greater effort and volume of learning, which will improve learning outcomes (Adan, 2023; Fernando et al., 2024; Rahman, 2022). In relation to achieving learning and teaching goals, this makes student motivation a very important task for teachers. If

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students have the motivation to learn, then the learning process will run smoothly.

IPAS helps researchers in developing their understanding of the phenomena that occur around, Knowledge in this field can help students understand how the world works and interacts with human life on Earth. One important factor that needs to be considered and improved in the learning program at school, especially in the subject of IPAS, is the motivation or encouragement that students have when learning (Prastiwi & Halidjah, 2024; Wanti, 2023).

Student motivation is the desire to complete learning activities guided by experience to achieve the best possible learning outcomes (Filgona et al., 2020; Yu et al., 2021). Motivation is defined as the mental process that influences and sustains human endeavors, including learning. In intrinsic motivation, there is a desire to engage, challenge, enliven and enhance learning and performance in every learner (Febrita & Ulfah, 2019).

Lomu et al. (2018) Saying that motivation is divided into two types, namely: 1) Intrinsic motivation is motivation that is included in the learning situation and meets the needs and goals of students. 2) Extrinsic motivation is motivation caused by factors from outside the learning situation. Teachers play an important role in efforts to increase student motivation in participating in classroom learning. However, based on observations made at SD Negeri 30 South Pontianak, it shows that teachers more often use lecture, question and answer, and assignment methods. And the learning model is still general or ordinary. Learners are only fixated on teachers and books. Learners are less motivated in learning and have not learned actively. So that students have not found interesting things from IPAS subjects.

In addition, poor quality teaching methods such as interactive media lead to low student motivation in the classroom. Therefore, in this 21st century, a teacher and the education process must be able to adapt to the ongoing changes in school education that have embraced digitalization through technological advances. In the world of education, technology provides a clear and positive impact in the teaching and learning process. Learning to write becomes more interesting and innovative when technology is utilized.

The process of developing efficient and effective learning media includes learning objectives, which are crucial in determining the content, approaches and methods to be used in the media. The goal of designing effective learning media is to have a clear understanding of the learning objectives.

The main purpose of using learning media in the classroom is to make teaching more effective and efficient. Students should use as many of their senses as

possible to see, hear, feel, absorb and enjoy the media to acquire various knowledge, attitudes and abilities.

Learning media serves to stimulate students' thoughts, feelings, attention, and motivation in supporting a planned and purposeful learning process (Ummah et al., 2022). This media includes all forms and means used or developed based on learning theory to disseminate information. By utilizing the right learning media, students can more easily understand the material, increase their involvement in the learning process, and help them achieve learning objectives effectively. However, in practice, researchers see that the use of existing learning media is still very minimal, and it was found that some teaching staff still use outdated methods.

Kupin media has the potential to increase students' learning motivation because it can provide excitement and challenges during the learning process, By using kupin media, students can be more active and creative in learning scientific or social concepts, Because it can provide motivation and experience to students to write critically and creatively, kupin media can increase students' enthusiasm for writing. This media is proven to be able to make students more active and interested in learning (Enawati & Sari, 2010).

A chatbot application or program that guarantees the conversational ability and capacity of a chatbot, or bot program, works similar to a human sensory apparatus, such as a mouth that can talk to others. The chatbot you want to operate for the first time will seem like a newborn baby, with no mind, no personality, and no existence at all (Maskur, 2016).

Based on the explanation that has been stated, the research will explore how the chatboot of the smoji.ai application can support the student learning process in the IPAS subject. This application is expected to be an effective learning media, especially in the autonomous curriculum currently implemented. In addition, the use of Kupin (Smart Cat) media is expected to further facilitate and enrich the learning process.

## Method

Research and development (R&D) using ADDIE development is the development paradigm used in this study. Research and Development (R&D) is a form of research used to produce products, the approach used in this study is a quantitative approach with an experimental type in the form of treatment. This study was conducted at Sekolah Alam Amani Karawang totaling 25 students, consisting of 13 females and 12 males.

Descriptive analysis techniques are used when analyzing the data obtained. That is, after the data is

found and organized, the data is explained using the opinions and views of the researcher, as well as supporting the data with various relevant theories. The data collection techniques used in this research are questionnaire and documentation techniques. According Sugiyono (2019) to this, a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. In this study, the questionnaire technique is applied by marking the questionnaire at the beginning and end of the learning process. The goal of the first exercise is to understand the motivation of the students before they use the interactive Wordwall media in class, while the second exercise is to understand the motivation of the students after class. The documentation technique is used as an questionnaire-based technique to extract information on the reasons behind the student's motivation.

### Result and Discussion

This research was conducted on 4th grade students of SD Alami Amani Karwang, totaling 12 boys and 13 girls. This study was conducted to determine whether there is an effect of using kopin media on student learning motivation. Before the activity, the researcher distributes a questionnaire or questionnaire before the treatment is given to record and determine the learning motivation of students in class IV. The data obtained in this study are data on student learning motivation taken from observation sheets and questionnaires or questionnaires that have been filled out by students at the beginning before learning. Questionnaires or questionnaires distributed at the beginning are used to measure or see the initial motivation of students. While questionnaires or questionnaires distributed at the end of the cycle are used to measure the level of development in student learning motivation after IPAS learning using KUPIN media in the classroom.

Furthermore, in the planning stage, researchers made observation guides and questionnaires to measure students' learning motivation. Researchers compiled learning tools such as teaching modules with the help of KUPIN media, prepared tools and learning support and distributed questionnaires to students to measure students' initial motivation. Based on the observation sheet, it can be seen that teachers more often use lecture, question and answer, and assignment methods. And the learning media is still traditional. Students are only bound to the teacher and students are bound to books. Students have low learning motivation and are not active in learning. Therefore, students do not find anything interesting in the IPAS subject.

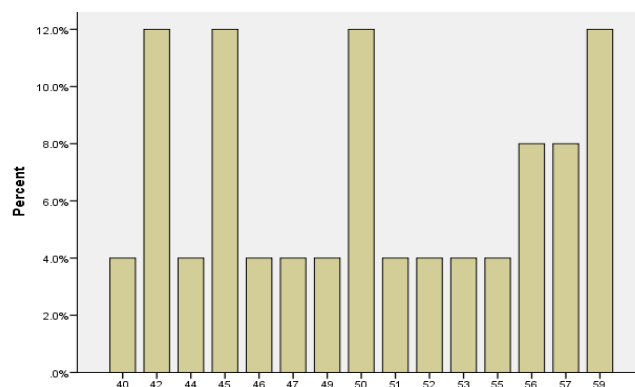
Furthermore, the implementation stage by implementing the prepared plan, namely the

implementation of learning by using KUPIN Media, this observation data is analyzed with the criteria guidelines in Table 1.

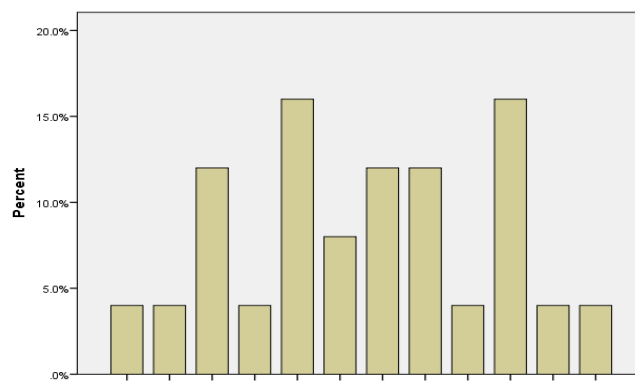
**Table 1.** Learning Motivation Level

Percentage (%)	Criteria
< 20.0	Very Low Motivation
21.0 - 40.0	Low Motivation
41.0 - 60.0	Sufficient Motivation
61.0 - 80.0	High Motivation
81.0 - 100	Very High Motivation

Based on the results of direct observation or observation data on the implementation of learning carried out, there is an increase in student learning motivation. The results showed that the learning motivation of fourth grade students of Sekolah Alam Amani Karawang was high. The data showed that the average score of students' learning motivation before using Kupin media was 60.4% with a standard deviation of 8.2. This score indicates that students' learning motivation is in the medium category. After the application of Kupin media, the average motivation score increased to 78.2% with a standard deviation of 6.5. Student Motivation Score.



**Figure 1.** Average results of initial question



**Figure 2.** Average results of the final questionnaire

Based on Figure 1, it can be concluded that motivation is still lacking, indicating with points 40,44,

46,47,49,51,52,53,55, which have an average obtained of 4.0%, with points 56,57 which have an average of 8.0%, with points 42, 45,50,59 which have an average of 12.0%.

Based on Figure 2, it can be concluded that motivation is increasing, which is indicated by points 52,56,62,71,73,75 which have an average of 5.0%, with points 68 which have an average of 9.0%, with points 61,69,70 which have an average of 14.0%, with points 63,72 which have an average of 19.0%.

The high learning motivation of class IV students is in accordance with research conducted by (Emda, 2018) motivation is a change of energy in a person characterized by the emergence of emotions and reactions to achieve goals. The position of motivation in learning not only shows the right direction in learning activities, but also actively considers those who are motivated in learning activities (Cayubit, 2022; Cents-Boonstra et al., 2021; Rone et al., 2023).

The results of the analysis show that the students in class IV were motivated to learn at a high level, which encouraged them to engage in the activities. It also serves as a guide for businesses to achieve their achievement goals because people who run businesses need to be guided by their own desires and set clear goals that are difficult to achieve. In this way, students can select the necessary materials to determine what needs to be done to achieve the goals that have not yet been achieved.

## Conclusion

Based on the data from direct observation or observation of the implementation of learning, there is an increase in student learning motivation. The results showed that the learning motivation of fourth grade students at Sekolah Alam Amani Karawang showed that the use of KUPIN media significantly increased motivation in learning IPAS at the elementary school level. The increase in the average motivation score from 60.4% to 78.2%, explains that KUPIN media is effective in creating students' experience in learning more interestingly and can motivate students. Therefore, it is recommended that KUPIN media continues to be used and integrated in learning to increase student motivation in learning.

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## Author Contributions

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## Conflict of interest

The authors declare no conflict of interest.

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