

Parental Guidance, Learning Media, and Classroom Climate in Shaping the Learning Process and Motivation of Madrasah Ibtidaiyah Students

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Abstract

Keywords: parental guidance, learning media, classroom climate, learning process, learning motivation

This literature study aims to analyze the role of parental guidance, learning media, and classroom climate in shaping the learning process and motivation of students in Islamic elementary schools (Madrasah Ibtidaiyah). The method used is qualitative library research with a thematic synthesis approach following systematic literature review procedures. The results indicate that quality parental guidance, characterized by emotional warmth, consistent mentoring, daily role modeling, and open communication, builds the foundation for intrinsic motivation and robust learning habits from home. Appropriate and varied learning media, selected according to material characteristics and student development levels, bridge abstract concepts with concrete experiences, make learning more engaging, and accommodate diverse learning styles. A positive classroom climate, created through respectful teacher interaction, supportive peer relationships, and clear structures and routines, provides a psychologically safe environment for students to explore, ask questions, and develop their potential. These three factors complement each other and collectively form an educational ecosystem that enables students not only to achieve academic success but also to develop a lifelong love for learning. This study contributes theoretically to enriching the ecological perspective on elementary education and practically provides reflective foundations for parents, teachers, and madrasah principals in optimizing their respective roles.

Abstrak.

Kata Kunci: bimbingan orang tua, media pembelajaran, iklim kelas, proses pembelajaran, motivasi belajar

Studi literatur ini bertujuan untuk menganalisis peran bimbingan orang tua, media pembelajaran, dan iklim kelas dalam membentuk proses belajar dan motivasi siswa di sekolah dasar Islam (Madrasah Ibtidaiyah). Metode yang digunakan adalah penelitian pustaka kualitatif dengan pendekatan sintesis tematik mengikuti prosedur tinjauan literatur sistematis. Hasil penelitian menunjukkan bahwa bimbingan orang tua yang berkualitas, yang ditandai dengan kehangatan emosional, pendampingan yang konsisten, teladan sehari-hari, dan komunikasi terbuka, membangun fondasi bagi motivasi intrinsik dan kebiasaan belajar yang kuat dari rumah. Media pembelajaran yang tepat dan beragam, yang dipilih sesuai dengan karakteristik materi dan tingkat perkembangan siswa, menjembatani konsep abstrak dengan pengalaman konkret, membuat pembelajaran lebih menarik, dan mengakomodasi beragam gaya belajar. Iklim kelas yang positif, yang diciptakan melalui interaksi guru yang saling menghormati, hubungan antar teman sebaya yang suportif, dan struktur serta rutinitas yang jelas, menyediakan lingkungan yang aman secara psikologis bagi siswa untuk mengeksplorasi, bertanya, dan mengembangkan potensi mereka. Ketiga faktor ini saling melengkapi dan secara kolektif membentuk ekosistem pendidikan yang memungkinkan siswa tidak hanya mencapai keberhasilan akademis tetapi juga mengembangkan kecintaan belajar seumur hidup. Studi ini memberikan kontribusi teoritis untuk memperkaya perspektif ekologis tentang pendidikan dasar dan secara praktis memberikan landasan reflektif bagi orang tua, guru, dan kepala madrasah dalam mengoptimalkan peran masing-masing.

INTRODUCTION

Education in Madrasah Ibtidaiyah (Islamic Elementary School) holds a very fundamental position in building the scientific foundation and personality of children. Within the age range of seven to twelve years, children are in a period of rapid cognitive development, where they begin to be able to think logically about concrete things and develop the ability to understand cause-and-effect relationships. This period is also a golden era for instilling learning habits that will determine their success in subsequent levels of education. Education at an early age has a long-term impact on a child's social and academic abilities, making it essential for all parties to support an optimal learning process (Mardikaningsih et al., 2021). The quality of the learning process in MI is not only determined by internal factors of the student, such as intelligence and talent, but is also strongly influenced by external factors that shape their daily learning experiences. Among the most decisive external factors are the guidance provided by parents at home, the learning media used by teachers at school, and the classroom climate created by the interaction of all class members (Husain & Takdir, 2024). These three factors together form an ecosystem that affects the quality of the learning process and student motivation.

Learning motivation is the psychological energy that moves students to engage in the learning process earnestly (Jannah et al., 2023). Students who have high motivation will show greater attention to the subject matter, work harder to complete assignments, and persist longer when facing difficulties. This motivation can originate from within the student, such as curiosity and the need to feel competent, as well as from the outside, such as parental encouragement, rewards from teachers, or a pleasant classroom atmosphere. Environmental factors, including social support and access to learning media, are also proven to increase student motivation and their adaptability in learning (Mendonca et al., 2021). In Madrasah Ibtidaiyah, where children are still highly influenced by their surroundings, external factors play a very important role in awakening and maintaining learning motivation. Teachers who are able to create engaging learning, parents who provide attention and support, and peers who support each other, all contribute to the growth of intrinsic motivation that will make children learn happily, rather than out of compulsion.

Parental guidance at home is the first and primary foundation for shaping children's learning attitudes and habits (Marantika & Wahyudin, 2023). Before children know school, they have already learned from their parents about how to view the world, how to respond to challenges, and what is important in life. When parents take the time to accompany children in learning, show interest in what children learn at school, and provide encouragement when children face difficulties, they are building a solid learning motivation. Parental attention to children's education is proven to significantly increase learning discipline and academic outcomes (Mubarak

& Darmawan, 2025). Effective guidance does not mean that parents must replace the teacher's role by teaching all the subject matter. What is more important is how parents create a consistent learning routine, provide a supportive environment, and, most importantly, demonstrate a positive attitude toward education. Children who see that their parents value education will internalize that value and be motivated to achieve at school.

Entering the school environment, learning media becomes the tool used by teachers to convey material and create meaningful learning experiences (Marantika & Wahyudin, 2023). In today's digital era, learning media is no longer limited to whiteboards and textbooks but has evolved into various forms that are more interactive and engaging. Educational videos, animations, learning games, and interactive applications can make abstract concepts more concrete and easily understood by MI students. The appropriate and well-integrated use of learning media can support students' digital literacy while simultaneously improving their learning outcomes (Rizal & Darmawan, 2024). The use of proper media can also increase learning motivation because students feel interested and actively involved. Well-designed media is capable of sparking curiosity, providing instant feedback, and creating an enjoyable learning experience. However, the effectiveness of the media depends heavily on how the teacher integrates it into the learning process in a pedagogically appropriate manner, rather than just as a distraction or mere entertainment.

The classroom climate created from the interaction between teachers and students, as well as among students themselves, is another key variable that influences the learning process and motivation (Muda'im & Shanie, 2023). A classroom with a positive climate is characterized by mutual respect, open communication, peer support, and fairly enforced discipline. A conducive classroom environment not only increases learning motivation but also builds social values and the ability to interact among students (Shidiq et al., 2024). In such an atmosphere, students feel safe to ask questions, express opinions, and try new things without fear of being humiliated. This sense of security is vital for awakening intrinsic motivation, as the mental energy usually used for self-protection can be fully redirected toward learning. Conversely, a negative classroom climate filled with criticism, unhealthy competition, or injustice will drain students' psychological energy and stifle learning motivation. Thus, parental guidance, learning media, and classroom climate are the three external pillars that together shape the quality of the learning process and motivation of Madrasah Ibtidaiyah students.

In educational practice at Madrasah Ibtidaiyah, there is often a gap between the expectations of a high-quality learning process and high student motivation versus the reality on the ground. Many teachers complain that students easily lose motivation when facing difficult material. They get bored quickly, give up easily, and lack enthusiasm for following lessons (Suhardi

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et al., 2023). Efforts to improve learning quality need to consider coordination between school and home so that interventions are more effective and sustainable (Umroh & Darmawan, 2024). At home, parents often feel overwhelmed dealing with children who are lazy to study and prefer playing on gadgets rather than doing school assignments. Communication between parents and teachers regarding child development also often proceeds minimally; in fact, many parents only come to school when their child has a problem. Consequently, efforts to motivate the child run independently, without synchronization between what is done at home and at school. The child finds themselves in a confusing situation, faced with standards and approaches that may differ between the two primary environments in their life.

Another problem lies in the suboptimal use of learning media and a classroom climate that is less than supportive. Not all teachers possess the competence to select and utilize learning media that suit the characteristics of MI students. Some teachers remain stuck in lecture methods and textbooks, failing to utilize media that could make learning more concrete and engaging. Professional and disciplined teachers in managing the classroom can increase learning effectiveness and student academic outcomes (Mubasysyir & Darmawan, 2024). On the other hand, the availability of media in schools is often limited, both in terms of quantity and quality (Adiyasman, 2025). Meanwhile, the classroom climate in some madrasahs is still colored by authoritarian approaches that emphasize obedience through punishment rather than internal awareness. Teachers spend more time controlling and punishing than motivating and guiding. Consequently, students learn out of fear, not out of enjoyment. In the long run, this approach actually stifles intrinsic motivation and causes students to lose their passion for learning. These three problems namely the lack of effective parental guidance, suboptimal use of media, and a less-than-conducive classroom climate together form a complex challenge in the effort to improve the quality of the learning process and the motivation of MI students.

The study of the roles of parental guidance, learning media, and classroom climate in influencing the learning process and motivation of MI students has become very important in the current era due to fundamental changes in the landscape of education and family life. The digital era has brought new challenges never faced by previous generations. Children are growing up amidst a flood of information and the temptation of instant entertainment that threatens their learning motivation. Gadgets and social media offer instant gratification that is far more attractive than learning, which requires effort and patience. In this situation, parental guidance becomes increasingly crucial to help children navigate the digital world, set boundaries, and maintain learning motivation. Adaptive and skill-based educational efforts can equip students to be better prepared for global challenges (Rojak & Khayru, 2022). Parents need to understand that educating children in the digital age requires different strategies than in their own time. Without this understanding, the generational gap will widen, and children will become increasingly caught

between school demands and the temptations of the digital world.

The importance of this study also stems from the awareness that the quality of learning in MI greatly determines student success in subsequent levels of education. The MI period is when children build the foundation of learning habits, attitudes toward school, and achievement motivation. If they experience negative learning experiences, lack motivation, and feel incapable during this time, it will be difficult to rectify in the future. Conversely, if they experience an enjoyable learning process, feel supported by parents and teachers, and are actively engaged in learning using interesting media, they will carry this positive motivation throughout their educational journey. Appropriate learning media can make abstract concepts concrete and easy to understand, increasing student self-confidence. A positive classroom climate can fulfill students' affiliation needs, making them feel like part of a learning community. Thus, understanding how these three factors work and interact is a vital first step in designing appropriate interventions to improve the quality of education in Madrasah Ibtidaiyah. Improving the quality of education is not only the responsibility of teachers but also of families and the community collectively (Warin, 2022).

This study aims to theoretically analyze the contribution of parental guidance to the learning process and motivation of Madrasah Ibtidaiyah students. Additionally, this study aims to examine the role of learning media and classroom climate in improving the quality of the learning process and motivation of MI students. The analysis will focus on the mechanisms of how these three external factors interact with students' internal factors to shape meaningful learning experiences and awaken intrinsic motivation. The theoretical contribution of this research is to enrich the treasury of Islamic elementary education by presenting a conceptual synthesis regarding the determinants of the learning process and motivation of MI students from a perspective that integrates the roles of the family, learning technology, and the school's social climate. As for the practical contribution, the results of this study can serve as a reflective basis for parents to improve the quality of guidance at home, for teachers to select and use appropriate learning media and create a conducive classroom climate, and for madrasah administrators to design professional teacher development programs and effective parental involvement programs.

RESEARCH METHODS

This research is structured as a literature study with a qualitative approach aimed at synthesizing theoretical thoughts and empirical findings from various academic sources regarding parental guidance, learning media, classroom climate, and their relationship with the learning process and motivation of Madrasah Ibtidaiyah students. As explained by Barry et al. (2022), a state-of-the-art literature review is a systematic methodology for mapping the development of thought within a scientific field and identifying consensus as well as debates among experts. This

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approach was chosen because it aligns with the research objective to comprehensively map the contribution of external factors to the learning process and motivation of MI students. The procedure followed six recommended steps: identification of research questions, structured literature search, selection of sources based on inclusion criteria, data extraction, synthesis of findings, and report preparation. Keywords used in the search included parental guidance, parent involvement, learning media, instructional media, classroom climate, classroom environment, learning process, learning motivation, Islamic elementary school, and madrasah ibtidaiyah in various combinations to ensure broad and representative coverage.

Data sources in this study consist of textbooks in the fields of primary education, child developmental psychology, and learning technology, as well as indexed scientific journal articles that directly discuss the variables focused on in the study. Snyder (2024) emphasizes that to design a literature review that provides a strong contribution, researchers must conduct a careful selection of sources by considering publisher reputation, citation frequency, and thematic relevance. Based on these guidelines, the selected literature includes those with commendable academic credibility that explicitly discuss the relationship between parental guidance, learning media, and classroom climate with the learning process and motivation of students at the primary education level, specifically Madrasah Ibtidaiyah. The selected sources were then categorized based on research variables to facilitate the analysis process.

Data analysis in this study uses a thematic synthesis approach as recommended by Snyder (2024) to design a literature review that provides a strong contribution. The analysis process begins with an in-depth reading of each selected piece of literature, identifying core ideas, and grouping them into themes that match the research questions. Barry et al. (2022) emphasize that in a state-of-the-art review, researchers do not merely summarize previous findings but must conduct a synthesis that generates a new understanding transcending each individual source. The researcher conducts a comparison between theoretical perspectives, looks for common threads connecting various findings, and constructs a coherent argument about how parental guidance, learning media, and classroom climate together contribute to the learning process and motivation of Madrasah Ibtidaiyah students. The validity of the findings is maintained through persistent observation and source triangulation, namely by comparing opinions from various authors and different scientific traditions to ensure that the resulting synthesis reflects a complete and balanced landscape of thought.

RESULT DAN DISCUSSION

Contribution of Parental Guidance to the Learning Process and Motivation of MI Students

Parental guidance is the first and primary foundation for shaping a child's attitude toward education and the learning process. From birth, children learn from their parents about how to view the world, how to respond to challenges, and what to prioritize in life. When parents show interest in what the child learns at school, take the time to accompany them in completing

assignments, and provide encouragement when the child faces difficulties, they are building a solid foundation for learning motivation. Shodiq et al. (2025), in their research on parenting styles, emphasize that the way parents educate and guide their children has a significant influence on the learning outcomes achieved. Children who grow up in a supportive family environment, where education is valued and effort is recognized, will develop the belief that learning is a valuable activity worthy of effort. This belief becomes the driving force for intrinsic motivation that will continue to push them to learn, even in the absence of direct parental supervision (Hilman et al., 2025). Furthermore, independent learning strategies supported by adequate learning facilities can also increase a child's learning effectiveness (Imanuddin & Darmawan, 2024).

The quality of parental guidance is more decisive than the quantity of time spent with the child (Adiyasman, 2025). Quality guidance is characterized by warm communication, patience in explaining, and the ability to provide challenges appropriate to the child's development. Masnawati and Darmawan (2024), in their research on the development of learning motivation, emphasize that parental support given with affection and understanding is more effective in awakening a child's intrinsic motivation compared to strict and high-pressure control. Parents who listen to a child's complaints about learning difficulties, help them find solutions without taking over the responsibility, and celebrate every small progress, are training the child to become an independent and confident learner. This independence and self-confidence are essential components of long-term learning motivation. Children will not depend on external encouragement because they have internalized the belief that they are capable and that learning is an activity that provides its own satisfaction.

Parental guidance also plays an important role in forming regular and disciplined study habits. MI-aged children still require external structure to organize their time and activities. Parents who help children create a study schedule, remind them of study times in a positive manner, and provide a home environment conducive to learning are training the child in self-management. Ikrom and Darmawan (2024), in their research on the school environment, underscore the importance of consistency in forming habits, both in the school environment and at home. Study habits formed through consistent parental guidance will settle into an automatic routine. Children no longer need to be commanded to study at the designated time because they have a pattern embedded in their daily lives. This habit is vital for academic success, as effective learning requires consistency rather than just brief, intense study periods before exams. With good study habits, the learning process occurs naturally and sustainably, resulting in deeper and longer-lasting understanding of the material (Rahmawati, 2022). This phenomenon is in line with the findings of Khunafah et al. (2024), which demonstrate the importance of learning independence in improving academic achievement.

Parental attention to a child's academic progress also influences motivation through the fulfillment of emotional needs. Children who feel noticed and supported by their parents will have a sense of psychological security. Nuriyah and Darmawan (2024), in their research on parental attention, emphasize that attention provided by parents whether in the form of time, effort, or expressions of affection contributes significantly to student character development. This sense of security allows children to be brave in taking risks during learning, such as attempting difficult problems or expressing opinions in class, without fear of negative consequences. When children know that their parents will continue to accept and support them even if they fail, they will not be shackled by anxiety that hinders the learning process (Rodiyah et al., 2025). Conversely, children who feel that their parents' love is conditional upon their achievements will live in constant fear, which interferes with concentration and inhibits optimal development. Thus, sincere and unconditional parental attention creates a solid emotional foundation for the growth of healthy learning motivation. The development of children's social competence through multidisciplinary education also strengthens their ability to face learning challenges (Hariani et al., 2021).

Parental guidance also encompasses the introduction of values and broader life goals, which provide meaning to the learning process (Aulia & Nasution, 2022). Children need to understand why they must study, beyond simply getting good grades or pleasing their parents. Darmawan et al. (2025), in their research on the influence of parenting styles and school environment, emphasize that the internalization of religious and moral values through parental guidance provides a clear orientation for a child's behavior, including learning behavior. When parents explain that learning is a form of worship, that seeking knowledge is an obligation for every Muslim, and that beneficial knowledge becomes an ongoing charity (*amal jariyah*), they provide transcendental meaning to learning activities. The child learns not just for worldly interests, but also as preparation for the afterlife. This understanding awakens a motivation that is far deeper and more enduring than materialistic motivation. Children will remain motivated even without immediate rewards, because they are convinced that their efforts are valuable in the eyes of God.

The influence of parenting styles on a child's motivation and learning process cannot be overstated (Pertamasari et al., 2025). Shodiq et al. (2025), in their research, confirm that the authoritative parenting style which combines warmth with appropriate control is proven to be the most effective for developing independence, responsibility, and self-regulation in children. Parents with this style set clear rules but also explain the reasons behind them, provide freedom within certain boundaries, and are responsive to the child's needs. Children raised with this pattern will have a strong internalization of values, so that when they are at school, they do not require strict supervision to behave well or concentrate. Conversely, a harsh authoritarian parenting style creates children who are obedient in front of their parents but rebellious when unsupervised, because their obedience is based on fear rather than awareness. A permissive parenting style that is too lax

produces children who have difficulty self-regulating because they are not accustomed to boundaries. Thus, the quality of parental guidance is heavily determined by the parenting style implemented.

Parental guidance also serves to develop children's metacognitive abilities, which is the awareness of their own thinking processes. Masnawati and Darmawan (2024) note that parents who encourage children to plan their studies, monitor their own understanding, and evaluate learning outcomes are training metacognitive skills that are vital for independent learning. When a child finishes an assignment, parents can ask, "How did you go about solving that problem? Which part was the most difficult? If you encounter a similar problem tomorrow, what would you do differently?" These reflective questions train children to think about their own way of thinking. This metacognitive awareness allows children to become more efficient and effective learners. They know which strategies are most suitable for specific types of tasks, when they need to reread, and when they need to seek help. This ability not only improves learning outcomes but also strengthens motivation because children feel they have control over their own learning process.

In the digital era, parental guidance also encompasses supervision and assistance in the use of technology. Sagita and Darmawan (2025), in their research on social media usage, remind us that without adequate guidance, technology can have a negative impact on students' moral development and concentration. Parents need to set clear rules regarding gadget usage time, select age-appropriate content, and accompany children as they explore the digital world. More importantly, parents need to provide more meaningful alternative activities, such as reading books together, playing outdoors, or chatting about daily life. Guidance in technology use is crucial because the digital world offers instant gratification that is far more attractive than learning, which requires effort. Without proper guidance, children can easily fall into a cycle of digital entertainment that erodes study time and damages concentration. Wise parents will help children find a balance between utilizing technology for learning and reasonable entertainment, ensuring that technology does not replace the human interaction essential for a child's emotional and social development. In addition to digital supervision, the development of Islamic digital literacy is also important for shaping positive character and social behavior in children (Khayru et al., 2025).

Parental guidance also includes collaboration with the school to ensure consistency in the approach to educating children. Abubakar et al. (2025), in their research on the *Merdeka Belajar* (Freedom to Learn) program, emphasize that the successful implementation of the curriculum depends heavily on the synergy between the school and parents. Parents who actively communicate with teachers, attend parent meetings, and follow up on school information at home create a holistic and consistent learning experience for the child. The child will not be confused by differing standards between home and school. When a teacher reports that a child lacks concentration in class, parents can identify the cause and provide appropriate support at

home. When parents know that the school is running a literacy program, they can reinforce it by providing suitable reading books at home. This collaboration ensures that the energy invested by the school is not wasted due to a lack of support at home, and vice versa. This principle of collaboration is also relevant for strengthening multidisciplinary education and child participation in social activities (Hariani et al., 2021; Lindra et al., 2024).

Parental guidance must also be adaptive to the child's developmental stage. In the early years of MI, children still require more intensive and concrete guidance. They need to be accompanied while doing assignments, reminded of schedules, and assisted in organizing school supplies. As they enter higher grades, guidance can be gradually reduced and shifted toward monitoring and emotional support functions. Nuriyah and Darmawan (2024) underline the importance of parental sensitivity to a child's changing needs as they grow older. Parents who continue to provide assistance in the same way as when the child was small, without giving space for independence, will actually hinder the child's development. Conversely, parents who release children too quickly without adequate preparation will also cause the child to struggle. The balance between guidance and independence, tailored to the child's level of readiness, is the key to developing autonomous and responsible learning motivation.

Effective parental guidance also encompasses the recognition and development of a child's learning interests. Every child has different interest tendencies; some are interested in science, others in language, art, or sports. Ikrom and Darmawan (2024) note that an environment rich in stimulation and responsive to a child's interests will strengthen their intrinsic motivation. Observant parents will notice which activities make the child most enthusiastic and then provide the resources and opportunities to develop those interests. If a child is interested in nature, take them gardening or observing insects in the yard. If a child is interested in stories, buy engaging storybooks and tell stories frequently. When children feel that their interests are valued and facilitated, they develop a sense of ownership over the learning process. They no longer learn because they are told to, but because they genuinely want to know more about the things they love. These well-nurtured interests will become a never-ending source of motivation throughout their lives.

The influence of parental guidance on a child's learning process and motivation also occurs through the mechanism of modeling or imitation. Children learn many things simply by observing their parents' daily behavior. Darmawan et al. (2025) emphasize that exemplary behavior is the most powerful educational method, far more effective than mere verbal advice. When parents are seen engrossed in reading books during their spare time, children will view reading as a normal and enjoyable activity. When parents are enthusiastic about learning new things, children will imitate that inquisitive attitude. When parents demonstrate persistence in facing difficulties, children learn that challenges are a part of life to be faced, not avoided. Conversely, if parents spend their free

time watching television or playing on gadgets, children will perceive those as normal activities. If parents give up easily and complain, children will model that behavior when facing learning difficulties. Thus, the most effective parental guidance is to be a living example of the values and habits they wish to instill in their children. This modeling also supports character development and children's participation in social programs at school and in the community (Majid et al., 2023).

Ultimately, quality parental guidance will produce children who not only achieve academically but also possess strong learning motivation and an effective learning process. Shodiq et al. (2025) conclude that appropriate parenting styles, characterized by warmth, consistency, and appropriate expectations, are strong predictors of a child's academic success. Children raised in a supportive family environment will have high self-confidence, good study habits, and the ability to overcome difficulties. They do not give up easily when they fail, are not afraid to try new things, and do not depend on external encouragement to learn. These qualities are invaluable assets not only for success in MI but for their entire educational journey and life. Thus, parents' investment in quality guidance is a long-term investment whose results will continue to be felt throughout the child's life. This is why the role of parents cannot be replaced by anyone else in a child's educational ecosystem. Furthermore, the development of a comprehensive and collaborative learning environment also strengthens the outcomes of a child's education at school and at home (Maharani & Darmawan, 2024; Mardikaningsih, 2014).

Role of Learning Media and Classroom Climate in Enhancing the Learning Process and Motivation of MI Students

Learning media are tools used by teachers to convey subject matter so that it is more easily understood and more interesting for students. In Madrasah Ibtidaiyah, where children are at the concrete operational stage of cognitive development, learning media play a vital role in bridging abstract concepts with students' real-life experiences. Kholid and Darmawan (2023), in their research on digital literacy and the utilization of learning media, emphasize that the appropriate use of media can significantly increase student learning motivation. When students see, hold, or interact with learning media, they do not merely hear the teacher's explanation but directly experience the concepts being taught. Direct experience through concrete media can enhance conceptual understanding and student learning motivation (Mayer, 2009). This direct experience creates a deeper impression and strengthens understanding. Students who previously had difficulty imagining the form of fractions, for example, will immediately understand when shown circle fragments representing a half or a quarter. This solid understanding, in turn, awakens self-confidence and the motivation to continue learning.

The type of learning media used must be adapted to the characteristics of the material, the learning objectives, and, of course, the age and developmental level of the students. According to Duit and Treagust (2003), learning media that align with cognitive stages can significantly improve learning achievement. Anggraini et al. (2025), in their research on program management in educational institutions, underscore the importance of careful planning in every educational activity, including the selection of learning media. For lower-grade MI students, media that are concrete and can be directly handled, such as real objects, pictures, or simple props, will be more effective. For higher grades, more abstract media such as diagrams, videos, or simple simulations can be introduced. Professional teachers are those who possess a rich repertoire of media and are capable of choosing the most appropriate media for every learning situation. Proper media selection will make the learning process more efficient and enjoyable, while incorrect or inappropriate media can instead confuse students and decrease their motivation.

The development of digital technology has opened vast new opportunities in the use of learning media. Educational videos, animations, interactive learning applications, and educational games are now increasingly accessible and can be used to enrich student learning experiences. Darmawan (2024), in research on teacher competence and parenting styles, emphasizes that teachers need to develop digital literacy to utilize technology effectively in learning. The appropriate use of digital media can make difficult material easier to understand, for instance, through animations showing the process of rain or simulations demonstrating planetary movements in the solar system. A meta-analysis by Hwang and Tsai (2011) shows that the use of interactive multimedia increases student motivation and learning achievement. Digital media can also provide a more personalized learning experience, where students can learn at their own pace. However, Sugiarti (2021), in a study on image media, reminds us that simple media such as pictures still hold an important place, especially for students with special needs or for specific subjects. The most important factor is how teachers integrate media into learning in a pedagogically appropriate manner, rather than simply using technology for technology's sake.

Well-designed learning media can also stimulate various student learning styles. Some students learn best through vision; they need to see images, diagrams, or videos. Some learn through hearing; they require verbal explanations or music. Others learn through movement; they need physical activity and object manipulation. Masnawati et al. (2022), in their research on creativity development in elementary school children, affirm that the use of varied media can accommodate diversity in student learning styles and stimulate their creative development. Howard Gardner (2011), in the theory of Multiple Intelligences, also demonstrates that diverse media approaches can support maximum student engagement. Teachers who use visual, auditory, and kinesthetic media alternately or simultaneously ensure that every student has the opportunity to learn in the way that best suits them. Accommodating this diversity of learning styles is crucial for maintaining the

motivation of all students. When students feel that material is presented in a way they can understand, they will be more motivated to engage. Conversely, if material is consistently presented in a way that does not align with their dominant learning style, they will quickly become bored and lose motivation.

Learning media also functions to make learning more contextual and relevant to the daily lives of students. Bayhaqi and Darmawan (2025), in their research on teacher competence and the learning environment, emphasize the importance of creating meaningful learning for students. Media that links subject matter with students' real experiences will help them see the relevance of what they are learning to their lives. For example, to teach the concept of buying and selling, a teacher can use toy money and simple items to create a market simulation. Students do not just learn about mathematics but directly experience how transaction processes occur. This direct experience makes learning more vivid and meaningful. When students see that what they learn in school is useful for real life, their intrinsic motivation will grow naturally. They learn not because they are told by the teacher or demanded by parents, but because they want to understand the world around them.

The classroom climate is another variable that is equally important in influencing the learning process and student motivation. Classroom climate refers to the psychological and social atmosphere created from interactions between teachers and students and among the students themselves. Wanti and Darmawan (2024), in their research on the influence of school culture on student character, confirm that a positive environment, including a conducive classroom climate, has a significant influence on student development. A classroom with a positive climate is characterized by mutual respect, open communication, peer support, and fairly enforced discipline. In such an atmosphere, students feel safe to ask questions, express opinions, and try new things without fear of being humiliated or excessively criticized. This sense of security is vital for awakening intrinsic motivation, as mental energy that is usually used for self-protection can be fully redirected toward learning.

The teacher plays a central role in creating a positive classroom climate. The way a teacher communicates with students, responds to questions, provides feedback, and handles conflict determines whether students feel valued or intimidated. Research by Pianta et al. (2008) shows that positive interpersonal relationships between teachers and students increase learning motivation and engagement. Dena and Darmawan (2024), in their research on the role of school culture and parenting styles, emphasize that consistency between taught values and actual teacher behavior is crucial for building student trust. Teachers who greet students with a smile, who remember their names and small details about them, and who listen attentively when students speak, are building personal relationships that make students feel valued. Teachers who provide praise for effort, not just results, and who offer criticism in a constructive way, will strengthen students' intrinsic motivation. Conversely, teachers who are often angry, belittle students' abilities, or show favoritism will create a negative classroom climate that stifles learning motivation.

Relationships with peers are also an important component of the classroom climate. Sidqi and Darmawan (2025), in their research on the role of character education and motivation, confirm that peer support has a significant influence on students' academic achievement. Wentzel (2009) found that support and cooperation among peers in the classroom correlate positively with student motivation and engagement in academic activities. When students feel accepted and supported by their peers, they will be more comfortable at school and more motivated to engage in learning activities. Conversely, if students experience rejection, mockery, or even bullying from their peers, they will experience stress that disrupts their concentration and learning motivation. Teachers play a vital role in building positive social norms in the classroom, for instance, by teaching the importance of mutual respect, cooperation, and helping friends in need. Activities that build cooperation, such as well-designed group projects, can strengthen positive bonds among students. When students feel that their friends are a source of support rather than a source of pressure, they will be more motivated to come to school and learn.

A positive classroom climate is also characterized by the existence of clear structures and routines. Students need to know what is expected of them, when it is time for independent work, when it is time for discussion, and the consequences of certain behaviors. Anggraini et al. (2025) emphasize the importance of good management in every aspect of education, including classroom management. Marzano et al. (2003) explain that classroom management that is structured with emotional flexibility creates a more optimal learning atmosphere. When routines are clear and consistent, students do not need to waste energy guessing what to do; they can focus their attention entirely on learning. A clear structure also provides a sense of security because students know the boundaries of acceptable behavior. However, structure must be applied with flexibility and warmth, not with a rigidity that suppresses. Teachers who are able to create a balance between structure and warmth will foster an optimal classroom climate for the development of student motivation and the learning process.

Learning media and classroom climate do not work in isolation but interact with each other to influence the learning process and student motivation. The use of engaging media will be more effective in a positive classroom climate where students feel safe to explore and ask questions. Conversely, even the best media will be suboptimal if used in a negative classroom climate where students are afraid to participate. Kholid and Darmawan (2023) emphasize that synergy between various factors supporting learning is necessary to achieve optimal results. Hattie (2009) states that the combination of good learning media strategies with a positive classroom climate produces a strong effect on student achievement and motivation. Skilled teachers will utilize media to create engaging learning experiences while simultaneously building a supportive classroom climate through positive interactions with students. When students are enthusiastic about the media used and simultaneously feel comfortable with the classroom atmosphere, their motivation will surge. They

will engage actively in learning asking questions, discussing, and trying new things. This active engagement is the hallmark of a high-quality learning process.

Individual differences in responses to learning media and classroom climate require careful attention from teachers. Every student has unique preferences, needs, and characteristics. Some students are highly responsive to visual media, while others prefer direct explanations from the teacher. Some students thrive in a competitive atmosphere, while others are more suited to a collaborative environment. Masnawati et al. (2022) underscore the importance of an individual approach in education, as every child is a unique individual with different potential. Tomlinson (2003), in the Differentiated Instruction approach, emphasizes that individual assessment and the adaptation of media/classroom climate can increase student motivation and learning outcomes. Effective teachers are those capable of assessing students' individual needs and adjusting their learning approaches accordingly. They provide various choices in media usage and create an inclusive classroom climate where every student feels accepted for who they are. This differentiation approach is a tangible manifestation of justice in education, where every child receives the same opportunity to develop according to their potential.

Innovative learning media can also be used to strengthen a positive classroom climate. Bayhaqi and Darmawan (2025) note that the use of collaborative media, such as online discussion platforms or shared documents, can facilitate cooperation among students even outside of school hours. These media allow students to help one another, share learning resources, and provide feedback to peers. When students become accustomed to working together and supporting each other through media, their social bonds grow stronger. On the other hand, a positive classroom climate also influences the effectiveness of learning media. In a classroom with a positive climate, students will be braver in trying new media, more enthusiastic about using them, and more open to feedback. Johnson and Johnson (2009), in their studies on cooperative learning, show that collaborative media foster teamwork, a positive social climate, and student motivation. The reciprocal interaction between media and classroom climate creates a positive cycle that continuously reinforces motivation and the quality of the learning process.

Ultimately, what determines the success of learning in MI is how the teacher is able to orchestrate all elements of learning, including media and classroom climate, to create a meaningful and enjoyable learning experience for students. Sidqi and Darmawan (2025) conclude that the combination of character education, creativity, motivation, and the appropriate use of media together influences students' academic achievement. Teachers who succeed in creating a positive classroom climate and using appropriate learning media will see their students grow into enthusiastic, confident, and independent learners. They will not complain when given assignments, will not be afraid when facing difficulties, and will not get bored while learning. They will come to school with spirit, engage actively

in every activity, and continue to develop toward reaching their best potential. This is the ultimate goal of education: to produce a generation that is not only academically intelligent but also possesses a strong motivation to continue learning throughout their lives.

CONCLUSION

The learning process and motivation of Madrasah Ibtidaiyah students are the results of a synergistic interaction between parental guidance, learning media, and classroom climate. Quality parental guidance characterized by emotional warmth, consistency in assistance, daily exemplary behavior, and open communication builds a solid foundation for intrinsic motivation and study habits starting from the home. Appropriate and varied learning media, selected according to material characteristics and student development, bridge abstract concepts with concrete experiences, making learning more engaging and accommodating students' diverse learning styles. A positive classroom climate created through respectful teacher interactions, supportive peer relationships, and clear structures and routines provides a safe psychological environment for students to explore, ask questions, and develop their potential. These three factors complement each other and together form an educational ecosystem that enables students not only to achieve academic success but also to develop a lifelong love for learning.

Theoretically, the results of the analysis reinforce the view that learning motivation and the quality of the learning process cannot be understood in isolation from the social and material networks surrounding the student. An ecological approach that considers the interactions between the home environment, school, and learning technology proves relevant for understanding the complexity of motivational development in elementary-age students. Practically, for parents, the primary implication is the need for active and consistent involvement in children's education, not only through assistance with assignments but also through the creation of a supportive home environment, the habituation of study routines, and an exemplary attitude toward valuing knowledge. For teachers, it is necessary to develop competencies in selecting and using appropriate learning media as well as building a positive classroom climate through respectful communication, providing constructive feedback, and creating a sense of psychological safety. Latif and Darmawan (2024) demonstrate the impact of the school environment and teacher competence on student learning motivation. For madrasah heads, the study results underline the importance of providing adequate learning media facilities, teacher training in media utilization, and programs that actively involve parents in the educational process.

Based on the conclusions and implications above, several suggestions can be proposed. First, parents should make learning assistance a priority in family routines by creating a warm and pleasant atmosphere and providing appreciation for effort rather than just results. Second, teachers need to consciously develop competencies to select, design, and use varied learning media that suit the characteristics of MI students, while continuously updating their knowledge on the development of

learning technology. Third, teachers should build a positive classroom climate through respectful communication, the application of fair and consistent discipline, and the creation of activities that build cooperation and solidarity among students. Fourth, madrasahs need to hold regular training for teachers on utilizing learning media and strategies for creating a conducive classroom climate, as well as providing adequate and easily accessible media facilities. Fifth, close communication and collaboration between parents and teachers must be established through regular meetings, communication groups, and parental involvement programs in school activities. Sixth, further research is recommended to empirically test the interaction model between variables studied in this literature review through a quantitative approach with a broader sample or case studies in several madrasahs with different characteristics.

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