

## Learning Strategies through Apperception Riddles to Increase Concentration in Fifth-Grades Primary School Students

Ghina Fadillah Putri<sup>1</sup>, Muhroji<sup>2\*</sup>

<sup>1,2</sup> Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

### Abstract

This research is motivated by the importance of providing apperception before learning because there are still many teachers in several schools who do not provide apperception before learning activities begin. With this, students feel they are not ready to receive lessons, so they cannot concentrate when studying. This research aims to describe students' responses after participating in learning, which begins with the apperception of riddles and the level of learning concentration of class V students at SD N 2 Kuwiran. This type of research is descriptive and qualitative. Data collection techniques use observation, interviews, and documentation. The data analysis technique uses interactive techniques, which consist of four activities carried out: data collection, data reduction, data presentation, and drawing conclusions. The results of this research show that the apperception of riddles can make students feel enthusiastic and happy when learning, which is shown by cheerful faces, good responses, and always paying attention to what the teacher says from beginning to end. Apart from that, students become more concentrated in studying and have a high level of concentration because they are able to fulfill six learning concentration indicators out of the seven existing indicators.

### Introduction

Education is a structured system designed to facilitate students' learning process. It consists of carefully organized activities that aim to promote students' internal learning processes (Djamaluddin & Wardana, 2019). Education is the fundamental aspect of strategic planning to impart knowledge to students. During the process of studying, students are required not only to engage with the teacher but also with all the educational materials used to achieve the desired learning outcomes. Learning involves teachers aiding pupils in the transmission of knowledge, skills, know-how, attitudes, and character development. The efficacy of classroom learning hinges on the teacher's adeptness in imparting knowledge.

Teachers, as catalysts of transformation, must possess the capacity to select and effectively implement various instructional approaches (Handrianto & Styani, 2020). During the process of engaging in learning activities, teachers inevitably encounter challenges related to the acquisition of knowledge. An issue frequently encountered in educational settings is the suboptimal ability of pupils to effectively absorb learning materials (Al-Muwattho et al., 2018). There are other elements that might contribute to this issue, such as students engaging in self-talk during studying, employing ineffective learning strategies, neglecting the usage of learning materials, and most importantly, experiencing a lack of focus.

Concentration is necessary during the classroom learning process as it supports student learning. If students are unable to concentrate during lessons, it can have a detrimental impact on the student, because the student does not gain anything during learning activities. Concentration can be one of the requirements for students when learning to be successful in achieving learning goals (Setyani & Ismah, 2018). So a teacher should be able to ensure that students are focused and ready to receive lessons from beginning to end so that there is good communication between teachers and students. One of the ways that can be done to increase student concentration in learning is by providing apperception at the beginning of learning.

Apperception enhances students' well-being and fosters their engagement in the learning process. Introducing apperception at the start of the learning process can encourage students to engage in critical thinking and actively participate in the learning content (Octaviani et al., 2020). To develop a coherent, organized, and comprehensive understanding of pupils, teachers need to effectively utilize the process of apperception (Saifudin, 2019). Apperception enhances students' motivation and fosters unwavering enthusiasm throughout the learning process.

Successful learning necessitates an initial comprehension of the subject matter at hand. Comprehending apperception is crucial as an educator since it enables you to establish a meaningful connection with students' real-life experiences

---

\* Corresponding author: [muh231@ums.ac.id](mailto:muh231@ums.ac.id)

throughout the process of learning. The early minutes of learning activities are crucial for setting the tone and preparing for the upcoming class hour (Chatib, 2011). During the initial stages, apperception can prepare a child's mind for learning (Ramdiana, 2020). In addition, a proper level of awareness can induce a sense of relaxation and happiness in pupils, manifesting as a joyful countenance, grin, and even laughter. This state is referred to as the Alpha Zone (Chatib, 2011).

The alpha zone is the optimal state for facilitating the creative process in a student's brain. This circumstance is considered the optimal moment for focusing. There are four distinct methods or categories of apperception that can facilitate pupils' entry into the alpha zone (Chatib, 2011): ice-breaking, fun story, music, and brain gym exercises. First, ice-breaking is a stimulating activity that can be used to reinvigorate enthusiasm and reinforce understanding, allowing participants to return to a state of focus and productivity. Second, fun story encompasses amusing enigmas, comical anecdotes, or humorous illustrations. One can acquire knowledge and information through personal experiences, interactions with others, humorous literature, and various other sources. Commencing the learning journey with a captivating narrative or amusing anecdotes, particularly those that are relevant to the subject matter, fosters an apperception that can inspire students' enthusiasm for studying.

Third, music is said to have the ability to return the brain's state to the alpha zone. Music exerts a profound impact on the human brain. Teachers can use music as a tool in apperception activities to direct kids toward situations that encourage, stimulate, and ignite their minds. Fourth, brain gym also known as a brain workout, consists of a sequence of uncomplicated physical motions. Performing this exercise is highly beneficial as a form of cognitive awareness during initial activities at the onset of learning, as it can assist pupils in alleviating tension, enhancing mental clarity, and improving attention. Even in the present day, the majority of top educational institutions worldwide highly value brain gyms.

A previous study (Ramdiana, 2020) examined the concept of apperception, finding that initiating the learning process with apperception can prime students to be receptive to the teacher's instructions or course material, facilitating their assimilation of the content. This enables the attainment of the learning objectives set by the teacher, thereby facilitating effective learning. A study by (Nugroho & Harida 2020) examined the impact of incorporating stand-up comedy apperception in learning. The research found that this approach greatly enhances students' enthusiasm for learning.

This research aims to elucidate the utilization of apperception in primary schools by implementing enjoyable narrative apperception in the form of riddles. Riddles or guessing games are uncomplicated yet highly efficacious activities for reengaging pupils in a state of focused attention (Chatib, 2011). By presenting a riddles as a means of apperception, the aim is to encourage students to contemplate the significance embedded within the riddles, which can then be connected to the subject matter being taught. By employing this viewpoint, it is anticipated that pupils will be able to focus more effectively on assimilating the lessons imparted by the teacher.

## Research Method

This research uses descriptive and qualitative research. According to (Arif et al., 2020) descriptive research is research that is structured to obtain information about symptoms during research and is aimed at determining the nature of a situation when the investigation was carried out. The focus of this research is the use of riddles apperception in learning to increase student concentration. The research subjects were fifth grade students at SD N 2 Kuwiran. This research was carried out on scientific subjects. The research observation process was carried out for over 2 months. Data collection techniques use observation, interviews, and documentation.

The data analysis technique used is an interactive technique. This technique consists of four main activities: data collection, data reduction, presentation, and drawing conclusions. The research stages carried out included planning learning apperception using riddles. In this stage, the teacher prepares several riddles that will be asked of students before they learn. The next stage is implementing learning activities by providing riddles as an apperception, which is carried out before learning. This is then continued with core learning activities as well as direct observation of the increase in students' concentration and enthusiasm during the lesson. The observation data obtained is then analyzed, studied, and described descriptively.

## Result and Discussion

### *Application of Apperception Riddles to Class V Students*

In its implementation, the teacher presented four riddles in PowerPoint, with answers that were humorous yet still related to the material being studied at that time, namely ecosystem balance. When the teacher asked a question, most students answered incorrectly, and then the teacher gives the correct answer, which will then be connected to the material to be studied. On this occasion, the teacher provided material related to ecosystem balance. The teacher asked several riddles, including "Why is the sun so hot now?". Then the students enthusiastically answered with various answers, such as because there is no rain, because it is the dry season, and so on. This answer is true, but here the teacher prepared a funny answer, namely that because the sun opens branches everywhere, it gets hotter.

There is another question, namely "Why do baby frogs like to jump around?". Then the students also answered enthusiastically, such as because frogs really jump, then there were those who answered because they live in two worlds,

and so on. This answer is also correct, but the answer intended here is "Children usually like to jump and jump". With that answer, the students laughed and said yes. This is in accordance with what is said (Chatib, 2011): riddles or guessing are simple activities but very effective in getting students back to the alpha zone. These riddles will later be connected to the lesson material, namely that the sun and frogs have something to do with the balance of the ecosystem because both are part of the ecosystem components.

The teacher continues to explain the material in the core activities. Students are asked to do assignments in groups, and before the lesson ends, students are given evaluation questions to find out how deeply they understand the material that the teacher has explained. In working on evaluation questions, students work independently and seriously. From the evaluation results, most students were able to get good results when compared with previous assignments that did not begin with apperception; in fact, most of them got a score above 70 with an average of 75. The evaluation results are in accordance with the opinion (Ramdiana, 2020) that learning starting with apperception can make students ready to receive directions or material provided by the teacher so that it will make it easier for students to absorb the material. (Karimatus Saidah et al., 2021) also said that the implementation of apperception is related to learning readiness and has a positive correlation with learning outcomes. Because if the material has been absorbed well, students will find it easy when they are given questions at the end of the lesson.

The fifth grade teacher explained that not all teachers used apperception when starting learning, and it could be said that it was still rare, so only a few subjects started with apperception. This is not in line with the opinion of (Nugroho & Harida, 2020) which states that apperception is the initial bridge that must be carried out to lead to the delivery of material in learning. In any lesson, teachers should provide apperception so that when delivering the material, it can be well received by students. The teacher explains that one of the apperception practices that has been implemented is in science lessons about the properties of light, one of which is that light can be reflected. With these characteristics, there are several things related to daily life that will later be connected to the subject matter. With this, students can understand the nature of light that can be reflected by the mirror object.

Teachers still rarely give apperception to students; before learning, most teachers go straight into the material to be studied, so some students are not really ready to take part in the lesson, which results in these students liking to chat alone with friends, play here and there, and so on. The teacher explains that sometimes it is still difficult to provide appreciation to students because they have to think about something that will be related to the lesson material at that time. Teachers should have certain abilities before teaching. Apart from that, teachers must also understand that not all students have the same experiences, attitudes, and habits. Therefore, in order to connect students' experiences of attitudes and habits, every time they provide learning material, the teacher must link it to apperception activities (Nurmasyitha & Hajrah, 2021).

Apperception is an important activity that must be provided at the beginning of learning because it will have a positive impact on students in subsequent activities. Whether the learning process is meaningful or not depends on the first understanding of the learning. If at the beginning it is not exciting and fun, then until the end of the lesson it will not have any meaning (Agustiana et al., 2019). Because apperception is so important in learning, teachers should, when making plans for implementing learning, include apperception in preliminary activities. This apperception will later be linked to the subjects to be studied so that it can make it easier for students to receive learning material. If students can understand the material, the teacher will also feel happy because what has been explained can be accepted and digested well by the students.

Apart from using apperception, teachers must also use learning media when teaching. In science and science learning, the teacher uses two types of learning media, namely concrete media and learning videos, which aim to make students understand when receiving learning material. Learning media is a tool for teachers in the learning process to make it easier for teachers to convey information to students during the learning process (Nurul Audie, 2019). Learning media can also make students more motivated and interested in participating in learning activities because most students are curious about the media and how to use it. So it can be said that the use of this medium has implications for teaching and learning activities in the classroom, namely that teachers are helped when delivering material and can create active, innovative, creative, and enjoyable learning conditions (Siregar et al., 2022).

The teacher delivers learning material using Power Point, which begins with a prayer activity and then continues singing the song "Look at My Garden," which, by singing, can make students more enthusiastic at the beginning of learning. The teacher chooses the song because it is still related to the material to be studied. The teacher checks the students' attendance and continues the activity by providing an approximation of the riddles puzzle to the students. During the apperception process, students showed a strong enthusiasm for answering questions, despite the humorous and challenging nature of the questions. Because of this, students can be more challenged at the beginning. The use of apperception in the form of riddles can be linked to the material on ecosystem balance in the hope that students will be able to understand the material well.

Before they think critically about the learning material, they are given stimulation at the beginning of the activity so that later students feel ready for the learning activity. Providing apperception in the learning process will have a positive impact on students' learning readiness (Hanik et al., 2018). The teacher makes an analogy with sports activities. In sports, there must be an activity in the form of a warm-up so that during the core movements you don't get injured and you feel ready. As with learning, at the beginning of learning, an apperception must also be given as a warm-up before entering the core activities where students will be required to think critically.

The teacher provides clear material about ecosystem balance, accompanied by pictures and learning videos. The teacher explains starting with the components that form ecosystems, food chains, and food webs. In the middle of the lesson, students are given the opportunity to try out the practice of making a food chain using concrete media in the form of a food chain board. Students are able to sequence the food chain well and are able to explain it to other friends in front of the class. This can make students more courageous and confident when appearing in public. All students can be completely confident, as long as they continue to train and develop it. Students' self-confidence can usually emerge over time. There are some people who are born with high self-confidence, but there is also the opposite. In fact, self-confidence arises from a combination of parenting patterns and events that occur during development (Perdana, 2019).

Students who have the courage to explain in front of others are given a reward or recognition by the teacher because they have dared to practice by giving applause and providing snacks. Giving awards has an impact on students' learning motivation that arises after receiving appreciation from the teacher because the students feel appreciated and recognized for the results of the actions they have taken (Syahroni, 2021). This can make students more active and motivate other students to be more active when learning. Students also have the opportunity to ask the teacher if there is some material they still don't understand.

### ***Student Concentration in Learning Begins with Apperception***

The fifth-grade teacher explained that most of his students found it difficult to concentrate when learning was taking place. Sometimes teachers have to repeat material many times to make their students understand. The teacher also explained that to make students focus, they had to be given a stimulus or provoked first. In this class, there is one student who learns at a slower pace and has difficulty understanding the lesson material. This has become something normal in a class. He explained that students' abilities also vary; some are fast and some are slow when receiving learning material. In this case, the teacher must be extra careful when guiding the slow students so that they can understand the material well. So, teachers must be clever in creating learning strategies that will make students able to understand the material and concentrate when studying.

Concentration is focusing a person's attention when thinking about something (Heni & Nurlika, 2021). Meanwhile, learning, according to Winata (Winata, 2021), is an activity carried out consciously in an effort to achieve a goal. So it can be concluded that learning concentration itself is focusing attention on the learning situation. Study concentration can be interpreted as concentrating one's mind on the object being studied in a focused manner and not paying attention to other things that have nothing to do with the object being studied. This ability to concentrate is influenced by the individual student's brain's ability to focus on the studied material. The research results show that students feel happy and enthusiastic when participating in class learning activities. This can be seen in student responses when the teacher asks questions.

According to (Setyani & Ismah, 2018), there are several indicators in student learning concentration which the authors then summarize into 7 indicators that can be used as information that the student can be said to be active, among others: (1) have attention to subject matter, (2) there is acceptance or attention to the subject matter, (3) being able to express opinions, (4) having several body parts that are in accordance with the teacher's instructions or direction, (5) being able to apply the knowledge gained, (6) giving responses to the material that has been taught, and (7) not feeling bored during the learning process.

Students can be said to be concentrating during learning because they have fulfilled 6 indicators of learning concentration out of 7 existing indicators. First, students have attention to the subject matter; students have high attention to subjects, which can be indicated by student enthusiasm before learning activities begin. Lack of attention to learning can affect students' ability to understand the material (Winata, 2021). Second, there is acceptance or attention to the subject matter. In this case, class V students are able to receive the lesson material well, as evidenced by always paying attention to the teacher when explaining the material. Student attitudes can influence student learning concentration. When students behave in a distracted manner, it is certain that they will not concentrate on studying. Study concentration can be considered good if the student's attitude is positive. So that this will produce quality learning activities (Puspitasari et al., 2019).

Third, being able to express opinions: in some parts, the teacher asks students to express their opinions on the material being studied. The teacher presents a picture of a food web in a rice field ecosystem, which consists of a combination of several food chains. The teacher asks students to explain the number of food chains on the web and their order. Students are able to answer these questions regarding the cycles that occur in the food chain, starting from producers to top consumers. In learning, teachers and students must really be able to build good communication so that it doesn't seem monotonous. Teachers and students must both focus on learning, because the higher the concentration of teachers and students, the more effective the learning activities will be, and vice versa, if student concentration is low, the results obtained will not be optimal (Juita, 2020).

Fourth, there are body parts that are in accordance with the teacher's directions. In this activity, the teacher asks students to form groups, each consisting of two people. Each group is given a student worksheet that contains pieces of images to then be arranged into a food web in a rice field ecosystem. In implementing learning activities, the teacher uses a cooperative learning approach. Cooperative learning is a learning activity carried out in groups and working together to achieve maximum learning experiences, both individual and group. This group activity aims to train students to have social skills, namely the ability to work together, work in groups, and be responsible among fellow group members in achieving

learning goals (Ali, 2021). In this activity, students are willing to accept the teacher's orders well when given group assignments and are able to discuss well between their groups.

Fifth, be able to apply the knowledge gained. One way to use this knowledge is when doing group assignments. In some parts, they were still unsure, but they also asked the teacher directly, and then the students began to understand what they were going to do. After everything is finished, one of the group representatives comes forward to present the results of their group's work. From the results of the task presentation, the advanced group was able to explain correctly according to existing procedures. So it can be said that students are able to apply the knowledge they have previously obtained in groups. Moreover, in this activity, the teacher awards groups that excel. These rewards will encourage children to engage actively in learning and enable students to express their opinions effectively (Magdalena, 2018).

Sixth, do not feel bored when learning; this can be seen from the condition of students when studying; they always pay attention to the material presented by the teacher and rarely find students playing or chatting alone. The students enthusiastically participated in the lesson and consistently paid attention to the teaching materials and PowerPoint presentations provided by the teacher. To anticipate students feeling bored while studying, the teacher provided distractions such as giving breaks for ice breaking so they could refocus and not feel bored. Ice breaking is used as an icebreaker in class, so it should be done when the class looks boring and students are starting to feel sleepy or look lethargic (Jamhuriah, 2023).

There is one indicator that students have not met, namely responding to the material that has been taught. This could be because students lack confidence, and when asked by the teacher to give a response, they still look shy and have to be provoked first. Like when a friend comes forward, they are still embarrassed to respond and usually respond briefly. And the teacher also asked other students to convey the results of their work, even though there were representatives who had come forward, because what had been done would definitely have different results because the teacher gave them various pieces of pictures to then arrange into a food web, but they didn't want and lacked confidence in their work.

Apart from using riddles apperception, to increase students' learning concentration, it must also be accompanied by other supporting factors, including the teacher's ability to always create a pleasant learning atmosphere in the classroom. Teachers must master the subject matter and apply it using appropriate methods so that students understand what the teacher conveys well (Karimatus Saidah et al., 2021). Don't forget that giving assignments is also necessary to train students' concentration, because when the material is understood, it will be better if it is applied through assignments, so that students will understand better. However, there should not be too many assignments, because too many assignments will disrupt students' concentration and prevent them from focusing on studying.

This research proposes a new theory that riddles can enhance students' concentration during learning. Students who concentrate will easily understand the material presented by the teacher and can help students record it in their brains, so that when the material is needed, students will still remember it, even if they change topics or other subjects that they must master. Elementary school-age children basically like to play, so when they are invited to play guessing games, they will feel happy. These riddles can make students look happier. Apperception in the form of riddles can be an example of a useful stimulus for creating class conditions and a more conducive classroom atmosphere, so that learning can be said to be successful or not depending on the delivery of the material.

## Conclusion

Based on the research results, it was concluded that the apperception of riddles can lead students to the alpha zone condition, which is the best condition for students to learn, so that students can better understand the material explained by the teacher. Introducing these riddles can make students enthusiastic about participating in the lesson from start to finish. Out of the 7 indicators of learning concentration, students meet 6, including: having attention to the subject, having acceptance or attention to the subject matter, being able to express opinions, having several body parts that are in accordance with the teacher's instructions or direction, being able to apply knowledge gained, and not feeling bored during the learning process.

There is one indicator that students do not fulfill, namely responding to the material that has been taught, because most students still feel embarrassed when giving responses. Providing apperception in learning can be in the form of funny stories, ice-breaking, or other games related to the material to be studied to make students motivated thus enabling students to better comprehend the material explained by the teacher, and it is hoped that teachers will hone their teaching skills more often so that they can achieve the learning objectives according to what has been set.

## References

- Agustiana, E., Handhika, J., & Sasono, M. (2019). Apersepsi Permainan Tradisional “Kapal Otok-Otok” Pada Pembelajaran Fisika SMK Materi Kalor. *SNPF (Seminar Nasional Pendidikan Fisika)*, 1–7. <http://prosiding.unipma.ac.id/index.php/SNPF/article/view/1408>
- Al-Muwattho, F. P., Aminuyati, & Okiana. (2018). Pengaruh Pemberian Apersepsi terhadap Kesiapan Belajar Siswa pada elajaran Akuntansi Kelas XI SMA Islamiyah Pontianak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*,

7(2), 1–10. <https://jurnal.untan.ac.id>

- Ali, I. (2021). Pembelajaran Kooperatif Dalam Pengajaran Pendidikan Agama Islam. *Jurnal Muftadiin*, 7(1), 247–264. <http://journal.an-nur.ac.id/index.php/muftadiin/article/view/82>
- Arif, A., Samani, M., Ibrahim, M., & Ispardjadi. (2020). *Kapita Selekta Metodologi Penelitian*.
- Chatib, M. (2011). *Gurunya Manusia*. Bandung : PT Mizan Pustaka Gintings
- Djamaluddin, A., & Wardana. (2019). Belajar Dan Pembelajaran. In *CV Kaaffah Learning Center*.
- Handrianto, Y., & Styani, E. W. (2020). Penerapan Metode Analytical Hierarchy Process (AHP) Untuk Pemilihan Metode Pembelajaran. *JSI: Jurnal Sistem Informasi (E-Journal)*, 12(1), 1932–1942. <https://doi.org/10.36706/jsi.v12i1.9537>
- Hanik, U., Wulan, N., & Mutmainah. (2018). Apersepsi Dalam Pembelajaran Kaitannya Dengan Kesiapan Dan Hasil Belajar. *EduMath*, 6(2), 1–3.
- Heni, H., & Nurlika, U. (2021). Tingkat Konsentrasi Belajar Anak pada Siswa Kelas IV SD melalui Brain Gym (Senam Otak). *Jurnal Keperawatan Silampari*, 5(1), 222–232. <https://doi.org/10.31539/jks.v5i1.2820>
- Jamhurriah, J. (2023). Mengatasi kejenuhan siswa kelas X Religi MA Darul Hikmah dalam belajar bahasa Arab melalui kegiatan Ice Breaking. *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora*, 2(1), 42–52. <https://doi.org/10.56113/takuana.v2i1.70>
- Juita. (2020). Identifikasi konsentrasi belajar siswadi sekolah menengah atas. *Schrödinger: Journal of Physics Education (SJPE)*, 1(1), 24–29.
- Karimatus Saidah, Nurita Primasatya, Bagus Amirul Mukmin, & Susi Damayanti. (2021). Sosialisasi Peran Apersepsi Untuk Meningkatkan Kesiapan Belajar Anak Di Sanggar Genius Yayasan Yatim Mandiri Cabang Kediri. *Dedikasi Nusantara: Jurnal Pengabdian Masyarakat Pendidikan Dasar*, 1(1), 10–16. <https://doi.org/10.29407/dedikasi.v1i1.16065>
- Magdalena, M. (2018). Melatih Kepercayaan Diri Siswa dalam Menyatakan Tanggapan dan Saran Sederhana melalui Penguatan Pujian pada Pembelajaran Bahasa Indonesia. *Jurnal Kajian Bahasa, Sastra Dan Pengajaran (KIBASP)*, 1(2), 237–245. <https://doi.org/10.31539/kibasp.v1i2.282>
- Nugroho, R. M., & Harida, R. (2020). Apersepsi Pembelajaran Melalui Stand-Up Comedy Untuk Meningkatkan Motivasi Belajar Mahasiswa Dengan Metode Ceramah Di Stkip Pgrri Ponorogo. *Jurnal Pendidikan*, 21(2), 111–121. <https://doi.org/10.33830/jp.v21i2.960.2020>
- Nurmasyitha, N., & Hajrah, H. (2021). Apersepsi Guru Dalam Pembelajaran Bahasa Indonesia Di Youtube. *INDONESIA: Jurnal Pembelajaran Bahasa Dan Sastra Indonesia*, 2(1), 64. <https://doi.org/10.26858/indonesia.v2i1.19306>
- Nurul Audie. (2019). Peran Media Pembelajaran Meningkatkan Hasil Belajar. *Posiding Seminar Nasional Pendidikan FKIP*, 2(1), 586–595.
- Octaviani, F. R., Murniasih, A. T., Dewi, D. K., & Agustina, L. (2020). Apersepsi Berbasis Lingkungan Sekitar sebagai Pemusatan Fokus Pembelajaran Biologi Selama Pembelajaran Daring. *Buletin Pengembangan Perangkat Pembelajaran*, 2(2). <https://doi.org/10.23917/bppp.v2i2.13792>
- Perdana, F. J. (2019). *Pentingnya Kepercayaan Diri dan Motivasi Sosial Dalam Keaktifan Mengikuti Proses Kegiatan Belajar.. VIII(2)*, 70–87.
- Puspitasari, T. O., Putri, Y. E., & Yohanes, Y. (2019). Sikap Terhadap Konsentrasi Belajar Siswa Pada Mata Pelajaran Fisika di Sekolah Menengah Atas. *JIPFRI (Jurnal Inovasi Pendidikan Fisika Dan Riset Ilmiah)*, 3(2), 79–85. <https://doi.org/10.30599/jipfri.v3i2.537>
- Ramdiana, H. (2020). Apersepsi Pembelajaran Melalui Cerita-Cerita Lucu untuk Meningkatkan Mutu Pembelajaran dan Profesionalisme Guru dengan Metode Pembelajaran Tutor Sebaya Di SMAN 21 Garut. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 3(1), 18–28. <https://doi.org/10.17977/um038v3i12019p018>
- Saifudin, M. F. (2019). Optimalisasi Apersepsi Pembelajaran Melalui Folklor Sebagai Upaya Pembentukan Karakter Siswa Sekolah Dasar. *Prosiding Seminar Nasional Dan Call for Papers Pendidikan Guru Sekolah Dasar UMS 2015*, 180–185. <https://publikasiilmiah.ums.ac.id/xmlui/handle/11617/6068>
- Setyani, M. R., & Ismah. (2018). Analisis Tingkat Konsentrasi Belajar Siswa Dalam Proses Pembelajaran Matematika Ditinjau Dari Hasil Belajar. *Pendidikan Matematika*, 01, 73–84.

- Siregar, Y. S., Darwis, M., Baroroh, R., & Andriyani, W. (2022). Peningkatan Minat Belajar Peserta Didik dengan Menggunakan Media Pembelajaran yang Menarik pada Masa Pandemi Covid 19 di SD Swasta HKBP 1 Padang Sidempuan. *Jurnal Ilmiah Kampus Mengajar*, 2, 69–75. <https://doi.org/10.56972/jikm.v2i1.33>
- Syahroni, I. (2021). Dampak Penghargaan Dalam Pembelajaran Ips Di Kelas V Madrasah Ibtidaiyah Negeri. *Perspektif Ilmu Pendidikan*, 35(1), 37–44. <https://doi.org/10.21009/pip.351.4>
- Winata, I. K. (2021). Konsentrasi dan Motivasi Belajar Siswa terhadap Pembelajaran Online Selama Masa Pandemi Covid-19. *Jurnal Komunikasi Pendidikan*, 5(1), 13. <https://doi.org/10.32585/jkp.v5i1.1062>