

**IMPROVING GRADE VIII STUDENTS LEARNING OUTCOMES USING
THE KANCING GEMERINCING MODEL**

Talenta Putri Sari Zebua¹, Asali Lase², Eka Septianti Laoli³, Arianto Lahagu⁴

¹²³⁴Program Studi Pendidikan Ekonomi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nias,
Nias, Indonesia

Correspondence Email: Talentapszebua@gmail.com

ABSTRACT

Conventional learning methods often create obstacles for students in understanding various subjects. At UPTD SMP Negeri 1 Idanoi, this issue frequently occurs, especially in Grade VIII, where many students tend to feel sleepy and lose focus due to their inability to grasp the subject matter. Based on this problem, the aim of this study is to determine student learning outcomes through the implementation of the Kancing Gemerincing learning model. The research method used is classroom action research, with the research subjects being 32 students from class VIII-A. The results of the study showed that in Cycle I, the average student observation score reached 45.11%, while in Cycle II, it increased significantly to 87.49%. Meanwhile, the average score for students' learning evaluations in Cycle I was 74.25%, which further increased to 80.43% in Cycle II. This improvement demonstrates the success of the Kancing Gemerincing Learning Model in enhancing student learning outcomes in the Integrated Social Studies subject for Grade VIII at UPTD SMP Negeri 1 Gunungsitoli Idanoi.

Keywords: Learning Model; Kancing Gemerincing; Learning Outcomes; Factors Affecting Learning Outcomes.

INTRODUCTION

The improvement of education quality is one of the key aspects that determines a country's progress. A nation's advancement can be assessed through the success of its education system at each level as defined by that country.

According to (Pristiwanti et al., 2022) education encompasses all lifelong learning experiences that occur in any place and situation, providing a positive influence on the development of each individual being. One way to improve the quality of education is by enhancing student learning outcomes. Therefore, education should be designed to provide understanding and improve the learning outcomes of learners or students.

Teaching and learning activities are expected to create a learning environment that encourages students to engage in learning activities effectively and efficiently, while also fostering the development of mental or psychological abilities through active interaction with the environment. This process leads to changes in understanding, skills, and value-based attitudes, (Arfandi & Samsudin, 2021). Every teaching and learning process is characterized by several key elements, including objectives, materials, tools, learning methods or models, and evaluation. According to (Fadhila et al., 2025) Learning is a system aimed at facilitating the student learning process, consisting of a series of events that are deliberately designed and structured to influence and support the internal learning process of students. The elements of learning models and tools are inseparable from other components, serving as methods or techniques to deliver learning materials toward the intended goals. The role of the teacher is crucial in fostering and providing motivation and encouragement to achieve and create an effective teaching and learning process. The interaction between teacher and students in teaching is not only continuous but also directed toward shared objectives, (Siregar et al., 2024). The main goal to be achieved in the learning process is the improvement of student learning outcomes. Learning outcomes are the results achieved by an individual in developing their abilities through a process carried out with effort, involving cognitive, affective, psychomotor, and mixed abilities to gain experience over a relatively long period of time. This process leads the individual to undergo a change and gain knowledge from what is observed, either directly or indirectly, which becomes permanently embedded within them, (Rahman, 2022).

According to (Simbolon & Riris, 2024) Learning outcomes are influenced by two main factors: internal factors within the individual and external factors outside the individual. Internal factors refer to the abilities a person possesses. These abilities have a significant impact on learning success. It is estimated that 70% of academic achievement in school is influenced by internal abilities, while the remaining 30% is affected by external factors such as the environment. The teaching and learning process is at the core of the overall educational process, with the teacher playing a central role. With the implementation of various curricula established by the government, teachers are better supported in facilitating the teaching and learning process, (Khotimah & Ain, 2023). With the introduction of the new curriculum, namely the Merdeka Curriculum, teachers now find it easier to carry out their main roles as the central figures in the teaching and learning process. This, of course, must be accompanied by learning models or methods aligned with the Merdeka Curriculum, which emphasizes an integrated system or learning approach involving multiple disciplines to provide students with meaningful and broad learning experiences. One of the efforts to improve the quality of education is through the use of learning models in teaching and learning activities, (Ledia & Bustam, 2024).

The use of learning models is highly effective in improving student learning outcomes, meaning that learning models play a crucial role in achieving those outcomes. Therefore, teachers must be capable of applying appropriate learning models, as these models can help teachers create an effective and efficient learning process. In addition, learning models enable teachers to guide the learning process in line with the intended goals and expectations, (Santosa et al., 2020). According to (Simeru et al., 2023) A learning model is a framework that provides a systematic overview of how learning objectives are achieved, aimed at helping students learn toward specific goals that are intended to be accomplished. According to (Fernando et al., 2024) It is stated that learning outcomes are the results achieved by students after participating in learning activities. One of the learning models that can improve both learning outcomes and student engagement is the Kancing Gemerincing learning model.

The Kancing Gemerincing learning model is a teaching method that provides all students with the opportunity to analyze and synthesize within a unified structure or situation where the problem exists, based on their own initiative, (Rahmayanti, 2025). (Novianda et al., 2025) It is stated that the

Kancing Gemerincing model provides equal opportunities for all students to actively participate. The Kancing Gemerincing technique is a teaching method that allows all students to express their ideas, opinions, or suggestions using aids such as buttons, beads, or other engaging tools. This ensures that participation is balanced and no single student dominates the discussion, (Suryana, 2023). In addition, (Rahim et al., 2023) It is stated that the Kancing Gemerincing learning model, as a modification of the Talking Chips strategy, is a model that can enhance student activity in learning. In this model, students are required to engage in discussions with their group members about the core subject matter.

The implementation of the Kancing Gemerincing learning model plays a very important role in improving learning outcomes. Student involvement in the learning process can enhance their activeness, which positively impacts their academic performance. In addition, the Kancing Gemerincing model requires students to actively participate in learning activities, stimulates their curiosity, and prevents them from feeling bored during the learning process, (Salsabilla, 2025). The Kancing Gemerincing learning technique ensures that every student has the opportunity to participate. This technique is expected to increase student participation and confidence, especially in expressing their opinions. Through the use of button-based activities, students may not even realize that they are being encouraged and challenged to speak up and share their thoughts in class. As a result, the use of the Kancing Gemerincing technique helps develop students' ability to express their opinions more evenly and effectively, (Utami & Putra, 2025).

Based on a preliminary study conducted by the researcher at UPTD SMP Negeri 1 Gunungsitoli Idanoi through interviews with Integrated Social Studies (IPS) teachers, several obstacles in the learning process were identified. These obstacles include students being less active in class, where they tend to listen passively and do not participate in learning activities, as the teaching process still relies on conventional methods. In addition, some students were found working on other assignments during lessons. Lastly, the Kancing Gemerincing learning model has never been implemented in the teaching process. In response to these issues, teachers need to apply the Kancing Gemerincing learning model in the teaching and learning process, as it is expected to improve student learning outcomes in Integrated Social Studies. One of the learning models currently gaining attention is cooperative learning, which involves small group settings where students collaborate to achieve learning goals.

A previous study relevant to this research is the study conducted by (HIDAYAH, 2021) A previous study relevant to this research is the study entitled "The Use of Cooperative Learning Model with the Kancing Gemerincing Technique to Improve Learning Outcomes in Islamic Religious Education among Eighth Grade Students at SMP Negeri 2 Oheo, North Konawe." The results of the study showed that the teacher observation score in the first cycle was 48.21%, which fell within the weak to adequate range. In the second cycle, the score increased to 86.60%, which was categorized as strong to very strong. Meanwhile, the average score from the student activity observation sheet in the first cycle was 52.40%, categorized as poor to adequate, while in the second cycle it increased to 80.18%, which was categorized as good.

Thus, the Cooperative Learning Model using the Kancing Gemerincing Technique can be applied in the teaching and learning process, particularly in Islamic Religious Education, and it contributes to increased student engagement. The improvement in learning outcomes through this model is shown by the average student score in the first cycle, which was 67.8%, categorized as fair. In the second cycle, the average score increased to 77.8%, categorized as good. Student mastery reached 100%, classified as very good. It can be concluded that there was an improvement in student learning outcomes through the Cooperative Learning Model using the Kancing Gemerincing Technique, particularly among eighth-grade students at SMP Negeri 2 Oheo, North Konawe. This previous study shares similarities with the current research, as both implement the Cooperative Learning Model using the Kancing Gemerincing Technique and involve junior high school students as research subjects. However, the differences lie in the research location, the year of implementation, and the subject matter taught.

RESEARCH METHODS

Based on the objectives to be achieved, this study was conducted using Classroom Action Research (CAR). Classroom Action Research is an investigation of practical problems aimed at determining appropriate actions to solve the problems encountered or to improve a particular situation, (Saputra, 2021). This implementation was carried out in collaboration with the subject

teacher. The researcher acted as the executor of the research activities, while the subject teacher served as the observer. The object of the action in this study was:

1. The implementation of the Kancing Gemerincing learning model and student learning outcomes.
2. Student activeness and cooperative attitude during the learning process.

The location of this research is UPTD SMP Negeri 1 Gunungsitoli Idanoi, Gunungsitoli Idanoi District, North Sumatra Province. The subjects of this study were students of class VIII-A at UPTD SMP Negeri 1 Gunungsitoli Idanoi in the 2024/2025 academic year, totaling 32 students. The classroom action research was carried out in two cycles. Cycle I consisted of the planning phase, in which the researcher prepared the lesson plans, learning materials, and observation sheets. Cycle II involved planning a revised lesson implementation by applying the Kancing Gemerincing learning model. In the reflection phase, the teacher analyzed the learning outcomes and addressed weaknesses to improve the next cycle. In conducting this research, the researcher used research instruments, namely observation sheets and learning outcome tests. The observation sheets included both teacher and student observation forms.

The data used in this study consisted of instruments in the form of learning outcome tests to assess the quality of learning, and observation sheets used to observe the object of the action. Once the data were collected, they were analyzed by reviewing all information obtained from the learning implementation and observations. The data analysis technique in this study involved observation sheets, where the learning process was evaluated using a rating scale with the following formula:

$$Hasil Pengamatan = \frac{Skor Perolehan}{Skor Total} \times 100\%$$

Then, the processing of the learning outcome test in the form of essay questions was carried out using the following formula:

$$N = \frac{A}{B} \times C$$

Explanation:

N = Score for each item

A = Total score obtained for each item

B = Maximum score for each item

C = Weight of each item

As a performance indicator, the Minimum Mastery Criteria–Basic Competency (KKM-KD) established at SMP Negeri 3 Gunungsitoli Selatan is used, which is 70. Students who score \geq KKM are considered to have achieved mastery, while those who score \leq KKM are considered not to have achieved mastery. The percentage of students who achieve mastery is then calculated using the following formula:

$$Persentase Ketuntasan = \frac{Jumlah Siswa Yang Tuntas Belajar}{Jumlah Seluruh Siswa} \times 100\%$$

To determine the average score, it can be calculated using the following formula for finding the average:

$$\bar{x} = \frac{\sum X}{N}$$

Explanation:

\bar{x} = Average score

$\sum X$ = Total of all scores

N = Total number of subjects

The average learning outcomes are classified according to the following criteria:

40 – 59 = Poor

60 – 74 = Fair

75 – 84 = Good

85 – 100 = Excellent

To establish a common understanding between the researcher and the readers regarding the terms used in this study, the researcher provides the following operational definitions:

1. Talking Chips (Kancing Gemerincing)
(Mulyani et al., 2023) explain that Kancing Gemerincing is a technique used in implementing a cooperative learning model, with the main goal of ensuring equal learning opportunities for all students.
2. Kancing Gemerincing Learning Model
The Kancing Gemerincing learning model was developed by Spencer Kagan (1992), where cooperative learning emphasizes student activity in heterogeneous groups. Students hold chips/buttons to express their opinions and explain the material presented by the teacher, (Muawanah et al., 2024).
3. Student Learning Outcomes
Learning outcomes are the final result of the entire learning process and represent a general overview of students' abilities. (Rahim et al., 2023) state that learning outcomes are often used as a measure of how well a student has mastered the material taught. Therefore, learning outcomes are highly valuable for students as a determinant of their success, as well as that of the teacher.

RESULTS AND DISCUSSION

Based on the results of the research conducted during Cycles I and II, it was found that in Cycle I, the average teacher observation score from Meetings 1 and 2 was 54.16%. This result falls within the weak to fair category. It was concluded that the teacher's ability to apply the Kancing Gemerincing Learning Model in the teaching process during Cycle I was still very weak. Meanwhile, the average student observation score from Meetings 1 and 2 was 45.11%. In terms of student learning outcomes, the average score achieved in the learning evaluation was 74.25%, which falls within the fair to strong category. However, the percentage of learning mastery had not yet reached the target of 75%, with only 65.52% of students achieving mastery. Based on these results, it was concluded that the research needed to proceed to Cycle II. The researcher recognized the need for instructional improvement, including the following steps:

1. Improving weaknesses in instruction by refining the steps of the Kancing Gemerincing Learning Model.
2. Explaining the steps of the Kancing Gemerincing Learning Model to students.
3. Providing motivation to encourage students to be more active in the learning process.
4. Encouraging students to get used to asking questions and expressing their opinions, both in groups and individually.

Cycle II was carried out over two meetings and one evaluation session. Based on teacher observations from Meetings 1 and 2, an average score of 87.49% was obtained, falling within the strong to very strong category. It was therefore concluded that the teacher's ability to apply the Kancing Gemerincing Learning Model had improved. Meanwhile, student observation scores from the same meetings averaged 87.73%, also categorized as strong to very strong. This indicates an increase in student activity during the implementation of the Kancing Gemerincing Learning Model. The average student learning outcome score in the evaluation of Cycle II reached 83.43%, also within the strong to very strong category. The percentage of students achieving mastery reached 90.62%, surpassing the previously set target of 75%. Based on the results outlined above, the study was concluded at the end of Cycle II. The researcher has compiled a summary of the findings obtained throughout the research process.

Table 1 Recapitulation of Classroom Action Research (CAR) Instrument Results on the Implementation of the Cooperative Learning Model Kancing Gemerincing

No	INSTRUMEN	CYCLE		NOTE
		I	II	
1	Teacher Observation	54,16%	87,49%	
2	Student Observation	45,11%	87,73%	
3	Documentation (Photos)	-	-	
4	Learning Outcome Test	65,62%	90,62%	
Average Reflection Result		54,96%	88,61%	

Source: Processed by the Researcher

Based on the table above, it is known that the average result of teacher observation in Cycle I was 54.16%. In Cycle II, the average teacher observation increased to 87.49%. The average student observation score in Cycle I was 45.11%, which then increased to 87.73% in Cycle II. Based on the results of the learning evaluation, the average student learning outcome in Cycle I was 74.25%, which increased to 80.43% in Cycle II. Meanwhile, the percentage of student learning mastery in Cycle I was 65% (<75%), which increased to 90% (>75%) in Cycle II. The average reflection result in Cycle I was 54.96%, and in Cycle II it reached 88.61%.

This study was conducted based on problems identified during the preliminary study. However, due to the researcher's limitations in terms of time and reference materials, the research was limited to two main issues. The first issue was that the Kancing Gemerincing learning model had never been used by the teacher in the learning process. This contradicts the demands of the current curriculum, which requires the learning process to be effective and efficient. The second issue was the lack of student engagement in the classroom.

Based on these problems, the researcher carried out classroom action research with the following objectives: first, to examine the implementation of the Kancing Gemerincing learning model in the learning process at UPTD SMP Negeri 1 Gunungsitoli Idanoi; second, to assess student learning outcomes in the Integrated Social Studies (IPS Terpadu) subject using the Kancing Gemerincing learning model. Therefore, the researcher formulated the research question as follows: Can the implementation of the Kancing Gemerincing learning model improve the learning outcomes of Grade VIII students in Integrated Social Studies at UPTD SMP Negeri 1 Gunungsitoli Idanoi in the 2024/2025 academic year? This question had not previously been tested at UPTD SMP Negeri 1 Gunungsitoli Idanoi, which is why the researcher conducted this classroom action research. Based on the results obtained, the general conclusion of this study is that student learning outcomes increased through the use of the Kancing Gemerincing learning model in the teaching of Integrated Social Studies in Grade VIII at UPTD SMP Negeri 1 Gunungsitoli Idanoi during the 2024/2025 academic year. This conclusion is definitive, as it is based on field research at the study location. The second research question was: How is the implementation process of the Kancing Gemerincing learning model in teaching and learning? Based on the results obtained, the researcher concluded that the learning outcomes increased because the cooperative nature of the teaching and learning process involved all students actively interacting with their peers and the teacher, with the help of buttons (kancing) as a medium of interaction during the learning process. This conclusion is also definitive, as it is based on research conducted at the study location.

Based on the research findings described earlier, it is evident that the implementation of the Kancing Gemerincing Learning Model can improve student learning outcomes in the Integrated Social Studies (IPS Terpadu) subject for Grade VIII students at UPTD SMP Negeri 1 Gunungsitoli Idanoi in the 2024/2025 academic year. This is reflected in the results of the learning outcome tests from Cycle I to Cycle II, which show a consistent improvement or positive progress. It was found that the teacher observation result in Meeting 1 of Cycle I was 45%. In Meeting 2, the observation score increased to 63.33%, bringing the average teacher observation score in Cycle I to 54.16%. In Cycle II, the teacher observation score for Meeting 1 was 83.33%, and in Meeting 2 it increased to 91.66%, resulting in an average teacher observation score of 87.49% in Cycle II. This improvement from Cycle I to Cycle II illustrates the increasing ability of the teacher in implementing the Kancing Gemerincing Learning Model.

Based on student observations, in Meeting 1 of Cycle I, the score was 34.06%, which increased to 56.17% in Meeting 2. Thus, the average student observation score in Cycle I was 45.11%. In Cycle II, the student observation score in Meeting 1 was 85.62%, and in Meeting 2, it increased to 89.84%, resulting in an average of 87.49% in Cycle II. This improvement between Cycle I and Cycle II indicates that student engagement and activeness in the learning process using the Kancing Gemerincing model significantly increased.

Based on the learning evaluation results, the average student learning outcome score in Cycle I was 74.25%, which increased to 80.43% in Cycle II. This increase demonstrates the success of the Kancing Gemerincing Learning Model in improving learning outcomes among Grade VIII students at UPTD SMP Negeri 1 Gunungsitoli Idanoi in the subject of Integrated Social Studies.

Meanwhile, the percentage of students achieving mastery in Cycle I was 65.62%, which had not yet met the predetermined target of 75%. Therefore, the researcher proceeded to Cycle II. During the implementation of Cycle II, the percentage of students achieving mastery increased to 90.62%,

exceeding the target of 75%. Thus, the research was concluded in Cycle II and can be considered successful.

A previous study relevant to this research is the study conducted by (HIDAYAH, 2021) the title "The Use of the Cooperative Learning Model with the Kancing Gemerincing Technique to Improve Learning Outcomes in Islamic Religious Education for Grade VIII Students at SMP Negeri 2 Oheo, North Konawe." The results of the study showed that the teacher observation sheet score in Cycle I was 48.21%, categorized as poor, and in Cycle II it increased to 86.60%, categorized as very strong. Meanwhile, the average result of the student activity observation sheet in Cycle I was 52.40%, categorized as poor, and in Cycle II it increased to 80.18%, which was considered good. Thus, the Cooperative Kancing Gemerincing learning model can be applied in the teaching and learning process, especially in Islamic Religious Education, and it increased student activity. Improvement in learning outcomes through the Cooperative Kancing Gemerincing model was shown by the average student learning outcome score in Cycle I, which was 67.8, considered sufficient. The student learning mastery was 43.33%, categorized as very poor. Meanwhile, the average score in Cycle II increased to 77.8, categorized as good. The learning mastery rate reached 100%, which was categorized as excellent. It can be concluded that there was an improvement in student learning outcomes through the Cooperative Kancing Gemerincing Learning Model in Grade VIII students at SMP Negeri 2 Oheo, North Konawe. This previous study shares similarities with the current research in that both implemented the Cooperative Kancing Gemerincing Learning Model and were conducted at the junior high school level. The differences lie in the research location, the year of implementation, the subject matter taught, and the research results.

The fundamental theory underlying this implementation is the theory proposed by (Suryana, 2023) the structural method using the Kancing Gemerincing technique is a teaching method that provides opportunities for all students to express their ideas, opinions, or suggestions through the use of aids such as buttons, beads, or other tools that are attractive to students, ensuring that no one dominates the discussion. Furthermore, (Rahim et al., 2023) stated that the Kancing Gemerincing learning model, as a modification of the Talking Chips technique, is a learning model capable of increasing student activity in learning, where students are required to be able to discuss with their group members about the core learning material.

This theory is also supported by learning theories that encourage students to always learn effectively and efficiently to achieve success. Therefore, these findings align with the underlying theory, meaning that the implementation of the Kancing Gemerincing Learning Model in the learning process can improve student learning outcomes.

CONCLUSIONS

The research on the implementation of the Kancing Gemerincing Learning Model in Integrated Social Studies (IPS Terpadu) for Grade VIII at UPTD SMP Negeri 1 Gunungsitoli Idanoi during the 2024/2025 academic year concludes that this model effectively enhances student engagement and learning outcomes. By utilizing tools such as buttons or beads to encourage students to share ideas and opinions, the model fosters active participation and improves overall performance. Teachers demonstrated good competence in applying the model, as reflected in improved observation results. Therefore, it is recommended that teachers integrate the Kancing Gemerincing Learning Model into their teaching practices to strengthen student involvement and achievement in Social Studies. Furthermore, this model should be further developed as an innovative teaching variation, particularly in economics education, and serve as a valuable reference for future research.

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