

Slidesgo Assisted Interactive Media Development to Enhance Motivation in Technology Learning for Fifth Grade Students in Elementary school

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Abstract

Background: The lack of motivation to learn of students can make the learning process in grade V of elementary school hampered. Low motivation to learn can be seen from the lack of enthusiasm from students and quickly feeling bored when learning in class and the learning media used by teachers are considered uninteresting or monotonous. **Methodology:** The method used in this study is Research and Development (RnD) with the ADDIE (Analyse, Design, Development, Implementational, Evaluation) model. This research was conducted at 3 elementary school such as SDN Balimester 01 AM, SDN Balimester 06 AM and SDN Rawa Bunga 11 AM. **Results:** The results of the assessment obtained from the Expert Lecturers include: 1) Media experts give a validation assessment of 72 % or "Feasible", 2) Subject matter experts give a validation assessment of 84 % or "Very Feasible", and 3) Linguists give a validation assessment of 70 % or "Feasible". The results of the use of media in increasing learning motivation were also seen in students in the small group test with data of 86.24 % (SD Bm 01 am) and the large group test with data obtained of 89.30 % (SD Bm 06 Morning) and 90.37 % (SD Rb 11 Morning). Thus, it can be concluded that Interactive Media assisted by the Slidesgo Platform is very suitable for use as a learning medium that can also increase students' motivation to learn. **Contribution:** this study shwon that the Slidesgo platform has a significant impact on increasing the learning motivation of fifth-grade elementary school students.

Keywords: IPAS; Learning Motivations; Slidesgo Platform



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INTRODUCTION

Motivation is an energetic change that triggers feelings and actions to achieve goals (Ratna & Yahya, 2022). Many experts agree that motivation plays a big role in the success of learners (Arnandi et al., 2022). And this can be one of the things that encourages them to be more active and able to take advantage of the full potential they have (Husna & Supriyadi, 2023).

Increasing students' motivation to learn by developing cognitive, affective, and psychomotor skills can be key for them. This can help students be more motivated and achieve maximum learning outcomes (Agustia, 2024). In addition, support from teachers and classmates in the form of recognition of achievements or real rewards is also very important to increase motivation to learn in the classroom (Hariri et al., 2024).

In addition to supporting facts, learning motivation also has several other factors that make learning motivation decrease, including negative influences from peers, lack of support from family, and lack of intrinsic motivation (Ady, 2022).

Especially with ineffective interaction between students and teachers, it can reduce students' comfort in learning, which ultimately has a negative impact on their motivation to learn (Abdurahman et al., 2024). Students who are less motivated tend to show suboptimal performance in various learning activities, both at school and at home, thus hindering the achievement of maximum learning outcomes (Fernando et al., 2024).

This is in line with the view Rizqi & Zumrotun (2023) that IPAS is often considered difficult because its material is too extensive, complex, and difficult to understand, even becoming one of the subjects that is most criticized by most students. This is especially relevant for students in elementary school who need to go through the learning process to develop, especially in subjects such as Social Natural Sciences (IPAS).

So that students do not have difficulty understanding the concept of learning IPAS and are able to apply it, the concept and principles of IPAS must be integrated with daily activities (Safira et al., 2021). The main goal of IPAS education is to help students understand human phenomena, the relationship between life and the environment, develop knowledge and concepts of IPAS, and manage environmental resources (Sasmitha et al., 2024).

Based on the results during the research carried out observations to the three schools, it can be seen that the teaching and learning process still faces several challenges such as problems found in materials that are difficult for students to understand, especially in the sub-material "Technology for Life" in science studies related to electricity and technology.

Today, education is closely connected to technologies that have changed the world such as providing broad access to information and learning resources (Kamalov et al., 2023). Effectively, technology is connected with *platform* to improve interaction and quality of learning between teachers and students (Rahmadani et al., 2024).

This is in line with Gligorea et al., (2023) view that technology opens up opportunities to create learning methods that are more in line with the needs of

students. Thus, the use of technology in every learning can be interpreted as an effective and comprehensive communication process between students and educators.

In addition, even though schools have used a variety of real learning media such as photos, videos, magazines, and books, students still seem to have difficulty digesting the material's explanations. This indicates that the availability of adequate infrastructure has not been fully balanced with the use of appropriate media to maximize students' understanding.

One of the previous studies that had the same concept was a study conducted by Hamzah et al., (2023) which uses the Quantum Teaching model with *Slidesgo* to measure the performance, motivation and learning outcomes of students. The results showed that the learning motivation achieved received a minimum score of 81 and a maximum of 95. With the existence of previous relevant research, the researcher plans to introduce *Platform Slidesgo* as an interactive medium to increase students' motivation to learn.

Slidesgo be *platform* that Provides a wide range of *Template* presentations with a variety of themes such as education, marketing, learning, workshops, and health, making them a very useful tool for public speakers (Oktaviani & Sari, 2020). This is in line with the definition of learning media as everything that is able to channel messages from sender to receiver, so as to stimulate students' thoughts, feelings, attention, and interest in the teaching and learning process (Wulandari et al., 2023).

To access *Slidesgo*, users can simply visit their website at <https://slidesgo.com/>, log in using *Email*, then select or search *Template* as needed, then download it. Although *Slidesgo* offers a lot of *Template* Free, there is a maximum download limit of five *Template* per month per account (Oktaviani & Sari, 2020). It is hoped that the presence of *Slidesgo* as a learning medium can be Effective Alternatives in an effort to increase students' motivation to learn.

The use of learning media is very important for educators and they need to apply the right strategies and skills in their development (Haug & Mork, 2021). Accurate media selection allows educators to present material in a way that motivates students, fostering a high spirit of learning (Hasan et al., 2021). Therefore, learning media must be interactive to attract and facilitate teachers in delivering material, as well as help students develop their cognitive, affective, and psychomotor aspects effectively.

Seeing the existing challenges, the researcher seeks to find solutions by developing learning media that are relevant and in accordance with the problems identified. The goal in this context is that it is hoped that *the Slidesgo Platform* can be an alternative choice for researchers and a solution to increase students' motivation to learn.

METHOD

Design Research

Before conducting research in several schools, researchers visited schools to interview teachers about the problems they faced. After obtaining answers to these problems, researchers designed media to address the issues identified. Researchers then designed and developed media to solve problems in schools.

This study uses the *Research and Development* (R&D). The data collection techniques include interviews, questionnaires, and tests (Feri & Zulherman, 2021). This method aims to evaluate the validity of the developed product, especially assisted interactive media *Platform Slidesgo* which focuses on IPAS learning resources.

The research was carried out based on Small Group Tests (Sdn Bm 01 AM) and Large Group Tests (Sdn Bm 06 AM and Sdn Rb 11 AM). The treatment time is about two days in each school. The total time spent conducting research in schools is 6 consecutive days.

The research model used is the development model *ADDIE* which includes the stages of data analysis, data collection, and the creation of implementation plans. There are several phases of the development model *ADDIE* Including: *Analyze, Design, Development, Implementation, and Evaluation* (Sumiati & Nafitupulu, 2022). In the Analysis stage, there is a session in analyzing problems and analyzing needs.

Next stage *Design* Contains plans to expand media *Slidesgo* to be implemented to students. Phase *Development* requires the researcher to develop the media that has been selected according to the analysis that has been found and the design of the media that has been adjusted.

After the step of *Implementation*, The researcher implements the media that has been developed to the students. The last stage is *Evaluation*, where at this stage the researcher re-evaluates the disadvantages of the use of *Slidesgo* After the stage *Implementation* already continued. After the *ADDIE* stages have been adjusted, the researcher conducts observations and interviews with teachers to obtain information about the perceived obstacles related to the material and problems felt by students in grade V of elementary school.

Intrument research

After the researcher found the obstacles experienced by the students based on the results of interviews and observations, the researcher tried to find a solution to the problem. The researcher found an interactive media platform, then prepared instruments for validation, evaluation, and model revision tests to material experts, media experts, and linguists. The following are the categories of Likert scale scores for validation research listed in table 1:

Table 1. Likert Scale, Source: (Guntur et al., 2025; Rahmasari & Lestari, 2023)

Scale	Criterion	Value (%)
5	Highly Worth It	81 -100
4	Proper	61 - 80
3	Quite Decent	41 - 60
2	Less Worthy	21 - 40
1	Not Eligible	0 - 20

Furthermore, the assessment instrument grid from the validation of media experts, material experts and linguists, can be seen in table 2:

Table 2. Instrument Grid of Media Experts, Materials, Language

Media Expert Validation Instrument, Source: (Pramesti et al., 2021)	
Size	Font and size suitability is adjusted to the layout
Cover Design	Clarity of the title on the cover The attractiveness of the slide display in the title and the material conveyed
Visual Communication	Clear in the slide usage instructions Images and animations are of good quality Clarity in text and language is easy to understand and attractive Combined colors adapt to the learning material Attractive and clear audio visual quality
Media Engineering	Media can be used efficiently Operation of the media is easy to use
Material Expert Validation Instrument, Source: (Pramesti et al., 2021)	
Content Eligibility	-Interactive media content on the Slidesgo-assisted platform with Learning Objectives (TP) -The material in the interactive media of the Slidesgo-assisted platform is connected to the student's achievement goals -Illustrations in interactive media assisted by the Slidesgo platform, have clarity in the presentation of the material
Material	-The content of interactive media on the Slidesgo-assisted platform has completeness and completeness of the material -Examples of interactive media materials of the Slidesgo assisted platform are presented clearly and easily understandable -The interactive media materials of the Slidesgo-assisted platform are organized and systematic -The content of interactive media on the Slidesgo-assisted platform is able to motivate students in learning
Language	-The language used is clear and easy to understand -The information described in the images and videos is easy to understand -Sentences that are explained to be easy to understand
Linguist Validation Instrument, Source: (Syavira, 2021)	
Language Clarity	-The language used is easy to understand - Not using excessive language -The language used is adapted to the cognitive level of the students -The content of the message conveyed is in accordance with the sentence listed
Typography	-The sentences used are in accordance with the EYD -The font size used is appropriate -The font type used can be customized
Color of the writing	-Easy to read

After the researcher collects data from the results of the assessment of expert lecturers, the researcher tests or evaluates the feasibility of a product to the students by filling out the *Media Slidesgo* assessment instrument and the Learning Motivation Instrument. The following is a grid of instruments used in table 3.

Table 1. Instruments of Examination by Students

Slidesgo Interactive Media Assessment, Source: (Pramesti et al., 2021)	
1	The interactive media of <i>the Slidesgo-assisted</i> platform is very interesting.
2	The media of the <i>Slidesgo platform</i> that has been used is very varied and good.
3	The color selection on <i>Slidesgo media</i> is in accordance with the material and very interesting.
4	The material explained with the <i>Slidesgo</i> platform is easy to understand.
5	The images and animations available on <i>Slidesgo</i> are very interesting.
6	The writing used is in accordance with <i>the theme of Slidesgo</i> media.
7	The language in the <i>slidesgo media</i> is used clearly and easily understandable.
8	The content of the material in <i>Slidesgo</i> is in accordance with the material taught.
9	The presentation of material in <i>Slidesgo</i> media can help students answer questions.
10	The sound and video display on <i>Slidesgo media</i> are clear and attractive.
Assessment of Learning Motivation, Source: (Palimbong & Sanoto, 2024)	
11	I always do assignments from teachers independently.
12	I always cheat on assignments to friends because I was lazy to think about answering questions.
13	I always do group tasks until they are finished.
14	I am responsible for the assignments given by the teacher, and work from start to finish.
15	I always try to find a solution in solving my problems.
16	I always ask friends for help, to solve Lesson problems in class.
17	I am interested in working on difficult problems.
18	I like to discuss with friends to solve problems.
19	I love doing assignments in class from teachers without being asked.
20	I always do homework from the teacher without being told.

The following categories of assessment of the instrument grid used by the students can be seen in table 4.

Table 2. Likert Scale Validity Criteria, Source: (Guntur et al., 2025)

Scale	Criterion
5	Strongly agree
4	Agree
3	Dissent
2	Dissent
1	Strongly Disagree

Procedure

The procedures for conducting this research included: researchers visiting schools to interview classroom teachers and ask questions related to problems that arose during learning activities. After identifying the problems, the researchers sought answers or solutions to resolve them. The solution found by the researcher is to use the Slidesgo learning platform to increase student motivation. Next, the researcher looks for models and methods that are suitable for the media to be used in this study. The researcher chooses to use the ADDIE model and adapts it to the media used.

Researchers analysed whether Slidesgo media could help increase student motivation. The researchers then designed the media by searching for themes that were suitable for the Slidesgo platform. At the design stage, the researchers combined the themes obtained in the design stage with the material taught in class. Next, they moved on to the implementation stage, where they applied the media to students. However, before doing so, they asked media experts, subject matter experts, and language experts to validate and evaluate the media they had created. Only after receiving validation scores from the experts could they implement the media to students.

The final stage is the evaluation stage. Here, the researcher obtains scores from expert lecturers and students. If the results of the media used are unsatisfactory, the researcher must first make revisions and find out where the problems lie. If the media receives a satisfactory score, the evaluation stage will run smoothly and proceed to the stage of evaluating the media based on the assessments made by the students.

Data Analysis

The following are some of the elementary schools (VA and VB) selected by the researcher for the study, including: Sdn Bm 01 AM (50 students), Sdn Bm 06 AM (43 students), and Sdn Rb 11 AM (54 students) located in Jati Negara district, East Jakarta.

The results of the effectiveness test of the use of media for students can be seen from the work on pretest and posttest questions as well as questionnaire instruments which were then carried out the Normality test, Homogeneity Test, N-Gain Test, and Mann Whitney Test.

This study uses Research and Development (RnD) research using the SPSS version 27 application to calculate the results of the pretest and posttest that have been answered by the students. Pretest, posttest, instrument questionnaire, and documentation are used as data collection methods. The pretest is given before the learning starts and the posttest is given after the delivery of the material ends. The questionnaire instrument was given at the end of the teaching and learning activities in the classroom to assess whether the interactive media used could increase the learning motivation of students in grade V of elementary school.

To evaluate the hypothesis in this study, the Normality test was first used to find out whether the data was normally distributed or not. The criteria used in the Normality test are as follows by [Zulkifli et al., \(2025\)](#) if H_0 = Data is not distributed normally if Sig (2-tailed) < 0.05. and If H_1 = Data is distributed normally if Sig (2-tailed) > 0.05

After the normality test was carried out, the researcher calculated the data using the homogeneity test. The method chosen is the test *Levene's*, which is done for

indicates whether any differences are observed in parametric statistical tests (Nasar et al., 2024). The homogeneity test criterion is if the data can be declared homogeneous if the significance value shows >0.05 , and it is not said to be homogeneous if the significance value is < 0.05 (Dewi & Wardani, 2020).

Furthermore, by using interactive media assisted by *the Slidesgo Platform* from the discovery of the N-Gain test on the SPSS application, it is known that the average increase in pretest and posttest results of students is known. The formula used for the N-Gain Test and the value criteria are in table 5 namely:

N-Gain Formulat Criteria

$$N - Gain = \frac{\text{post test score} - \text{pre test score}}{\text{Nscore ideal} - \text{pre test score}}$$

Table 5. Homogeneity Test Criteria, Source: (Kurniawan & Hidayah, 2020)

Interval Coefficient	Criterion
N-Gain < 0.3	Low
0.3 ≤ N-Gain < 0.7	Medium
N-Gain ≥ 0.7	High

The results of the normality and homogeneity test that have been calculated, must be known whether the final score of the data is normally distributed or not. If either of the results of the two tests is not normally distributed, then the next test after the N-Gain test should be performed the Mann Whitney Test. Slamet (2022) The Mann Whitney test can be performed if the assumption of normality is not met. Based on Whitney's Mann Test decision-making, if Asymp.Sig. value <0.05 , Then the hypothesis is accepted; and if Asymp.Sig. value >0.05 , then the hypothesis is rejected.

RESULT AND DISCUSSION

Expert Validation Result

The research uses the Research and Development (R&D) method by choosing *the ADDIE model* that can develop interactive media assisted by the Slidesgo Platform on Technology for Life material in grade V of Elementary School. This research was conducted in the even semester of the 2024/2025 school year, in May 2025. The data collection consisted of 3 elementary schools, around Jati Negara District.

Table 6. Total Validation Results from Expert Lecturers

Validator	Scores Obtained	Maximum Score	Average Presentation
Material Expert	42	50	84%
Media Expert	36	50	72%
Language Expert	28	40	70%
Total			75%
Qualification			Suitable

Furthermore, the researcher re-confirmed whether the interactive media used was feasible or not. If the results are not on target, then the researcher must revalidate the final product of the media to the validators of media experts, materials and also linguists.

The researcher obtained the results of the feasibility assessment from media experts of = 72% or the "Feasible" category. The result of the Subject Matter Expert's assessment is = 84% or the category "Very Feasible". and the result of the Linguist's assessment of = 70% or the category "Feasible". After the media was assessed by the validation lecturers, then the researcher tested the Pretest and Posttest data from the experimental group and the control group. Based on the results of the test of the two classes, that:

Table 7. Slidesgo Media Assessment Percentage Results and Learning Motivation

Average Percentage of Experimental Classes		Average Percentage of Control Class	
Small Group Test			
Sdn Bm 01 (5A)	77 %	SDN BM 01 (5B)	56 %
Large Group Tests			
Sdn Bm 06 (5A)	79 %	SDN BM 06 (5B)	55 %
Sdn Rb 11 (5A)	80 %	SDN RB 11 (5B)	58 %
Total Presentation	79 %	Total Presentation	56 %
Qualification	Proper	Qualification	Less Worthy

Based on table 7 of the results of the total percentage of questionnaire assessment for the media used in the experimental group and the control group, different data results were obtained, so the results of the media assessment obtained, it is proven that the use of media assisted by *the Slidesgo Platform* can affect the learning motivation in the experimental group. If the data is described as a category, the results obtained in the assessment of *Slidesgo* media and Student Learning Motivation are in table 8.

Table 8. Results of Slidesgo Media Questionnaire Instrument and Student Learning Motivation

Slidesgo Media Assessment		
Small Group Tests (Experimental Class)		
School Name	Number of Students	Slidesgo media assessment results
Sdn Balimester 01 AM.	25 Students	86.24 %
Large Group Tests (Experimental Class)		
Balimester Elementary School 06 a.m.	23 Students	89.30 %
Sdn Rawa Bunga 11 a.m.	27 Students	90.37 %
Learning Motivation Assessment		

Slidesgo Media Assessment		
Small Group Tests (Experimental Class)		
Sdn Balimester 01 am	25 Students	74.08 %
Large Group Tests (Experimental Class)		
Sdn Balimester 06 AM	23 Students	77.48 %
Sdn Rawa Bunga 11 a.m.	27 Students	79.04 %

After the *assessment of Slidesgo* media and learning motivation have been obtained, the researcher continues to calculate the pretest and posttest scores on the Normality Test, Homogeneity Test, N-gain Test, and Mann Whitney Test. Data analysis using SPSS application version 27. The following test results are shown in the picture below:

Normality & Homogeneity Tests Result

Table 9. Normality Test Results

Test of Normality				
Results of the study of IPAS	Class	Kolmogorov-Smirnov		
		Statistic	Df	Sig.
	Pretest Experiment	.163	75	<.001
	Posttest Experiment	.193	75	<.001
	Control Pretest	.154	72	<.001
	Posttest Control	.177	72	<.001

The data produced in the normality test showed that: Sig. < 0.05. The data obtained was not distributed normally because the results were below 0.05. Next, the researcher calculated the homogeneity data listed in table 10.

Table 10. Homogeneity Test Results

Test of Homogeneity of Variance					
Results of the study of IPAS	Living Statistics	df1	df2	Sig.	
	Based on Mean	17.163	1	145	<.001
	Based on Median	10.075	1	145	.002
	Based on Median and with adjusted df	10.075	1	90.063	.002
	Based on trimmed mean	14.569	1	145	<.001

From the results of the homogeneity test, the data shows that Sig. <0.05. The final data obtained was not distributed normally, because the result was less than 0.05. Then the researcher calculated the data with the N-gain test listed in table 11.

Effectiveness Analysis

Based on the N-Gain Test Score, it shows that the mean or average value for the experimental group is 55.45 or 56%, falling into the category of "Quite Effective". With an N-Gain score of at least 17% and a maximum of 100%. Based on the N-Gain Test Score, it shows that the mean value for the control group is 21.74 or 22%, falling into the ineffective category. With an N-Gain score of at least -150% and a maximum of 80%.

Table 11. N-Gain Test Results

Experimental Group N-Gain Score		Control Group N-Gain Score	
Average	55.45	Average	21.74
At least	17	At least	-150
Maximum:	100	Maximum:	80

The data results obtained from the normality and homogeneity test were not normally distributed, so the researcher chose and used a method to adjust the final data calculation. The last test chosen by the researcher is the Whitney Mann Test. The goal is to find out whether or not there is a difference between the median of the 2 free groups, because the results of the calculation of the data assume that normality is not met. As shown in table 12.

Table 12. Mann Whitney Test Results

Mann-Whitney Test				
Ranks				
	Class	N	Mean Rank	Sum of Ranks
Results of the study of IPAS	Experimental Classes	75	86.99	6524.50
	Control Class	72	60.47	4353.50
	Total	147		

Table 12. Mann Whitney Test Results Continue

Test Statistics	
IPAS Learning Outcomes	
Mann-Whitney U	1725.500
Wilcoxon W	4353.500
Z	-3.809
Asymp. Sig. (2-tailed)	<.001

It is known that the value of Asymp.Sig (2-tailed) is $0.001 < 0.05$. It can therefore be concluded that "The hypothesis is accepted". Data obtained from *the assessment of Slidesgo* learning media showed positive evaluations from students, and the data obtained were 86.24 % (SD Bm 01), 89.30 % (SD Bm 06), and 90.37 % SD Rb 11). If the data produced and summed up into one, then the results obtained from the

assessment of the development of Slidesgo media by the students are 89% or included in the category of "Very Feasible".

The next data was obtained from the assessment of learning motivation by students of 74.08 % (SD Bm 01), 77.48 % (SD Bm 06), and 79.04 % (SD Rb 11). The total number of learning motivation assessments carried out by students showed data results of 77% or were included in the "Feasible" category. The results obtained are similar to those of previous studies, which show that slidesgo is effective in improving learning outcomes and motivating students to learn (Hamzah et al., 2023).

The results obtained above are consistent with previous research by Holis et al., (2025), it was found that Slidesgo is capable of transforming learning patterns to be more engaging, creative, and interactive. In another study conducted by Sari et al., (2024), it was found that the use of *SlidesGo*-based PowerPoint learning media had a significant effect on students' interest in learning in every learning activity.

Slidesgo Platform is very helpful for teachers since it makes learning more interesting and helps students understand the lesson (Choirudin et al., 2021). And *Slidesgo* media can contribute to the development of students' creativity in the classroom (Meilani & Insani, 2024). Researchers have also found similar results regarding the use of the interactive media platform *SlidesGo* as a learning media in the learning process. For example, research conducted by Hidayati shows that the use of the SlidesGo website has led to an increase in the motivation and creativity of Grade XI MIPA 1 students at MAN 5 Jombang (Hidayati, 2022). Previous research by Guntur et al., (2025) also found that the PBL model, as an alternative that trains problem solving and utilises technology-based media such as Slidesgo, particularly in mathematics learning, can create an engaging and effective learning experience.

Other studies also show that the use of Slidesgo Media has a significant effect on improving news writing skills. This is evidenced by the findings of a study on students' pre-test scores, which show that the average score for news writing before using Slidesgo Media was 60.93, which is considered poor, with a standard deviation of 9.21 (Wati et al., 2024). Research with similar results explains that the use of the SlidesGo application has improved students' cognitive learning outcomes in each cycle after using the application media and the Example Non-Example learning model in excretion material (Pertiwi, 2020). Then, the conclusion obtained from previous research is that the Slidesgo platform can improve material comprehension as well as the effectiveness and practicality of current learning activities (Meilani & Insani, 2024).

It can be concluded that *the Slidesgo Platform* is one of the right media to be used by students in grade V of elementary school. This research is further strengthened by the development of interactive media assisted by *the Slidesgo Platform* and can be seen based on the results of the instrument questionnaire from the data obtained that learning motivation increases.

CONCLUSION

Based on the results of research conducted on technology materials for life using the IPAS platform for grade V students at SDN Balimester 01 Pagi, SDN Balimester 06 Pagi, and SDN Rawa Bunga 11 Pagi. In the development of interactive media

assisted by *the Slidesgo Platform* in IPAS learning, it can increase the learning motivation of students in grade V of elementary school. The data results obtained from the large group test were 89.30% and 90.37% and were included in the "Very Feasible" category. The results of the learning motivation questionnaire assessment were obtained at 77.48% and 79.04% with the "Feasible" category. The data obtained from the hypothesis test shows that the value of $\text{asympt.sig.} < 0.05$ ($.001 < 0.05$) and it can be stated that the Hypothesis is accepted. This funding describe that the development of interactive media assisted by *the Slidesgo Platform* has been proven to increase the learning motivation of students in grade V of elementary school.

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