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Improving Mathematical Literacy: Strengthening Students' Learning Motivation through Fairy Tales with the Title "Petualangan Tiga Saudara Menyelamatkan Selendang Pusaka"

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Abstract: Mathematics is one of the subjects that are considered difficult and unpleasant. Students have difficulty in understanding the material presented by the teacher. This problem is related to student learning motivation which needs more attention. The purpose of this study was to determine the effectiveness of fairy tales in increasing students' learning motivation. Fairy tales are activities that can be used to strengthen mathematical literacy. This study uses a type of pre-experimental research with the number of respondents being 20 students who study in 4th grade elementary school. Collecting data in this study using a learning motivation questionnaire. The analysis was carried out on the pre-test and post-test data. The results showed that students' learning motivation increased after being given mathematics learning through fairy tale innovation. In fairy tales there are mathematical literacy skills presented in the form of illustrated stories, and games that create a pleasant atmosphere in the learning process so that learning motivation can increase.

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INTRODUCTION

Difficulty learning mathematics is one form of special learning difficulties, namely disorders of one or more basic psychological processes that include understanding and using spoken or written language. These various disorders can appear in the form of obstacles in listening, thinking, speaking, reading, writing, spelling, and counting. Children who have difficulty learning mathematics have several characteristics, which include impaired spatial relationships, abnormalities in visual perception, difficulty in visual-motor associations, relatively long attached attention (perseveration), difficulty recognizing and understanding symbols, impaired body appreciation, difficulty in reading and speaking (Amir & Risnawati, 2015).

In understanding learning difficulties, it can be studied from various internal factors and students' external factors. Various factors that cause children to have difficulty in learning mathematics can come from the character of students, attitudes towards the learning process that are not good, low learning motivation, decreased learning concentration, obstacles in processing learning materials, saving and exploring the acquisition of learning outcomes. In addition, internal factors can also come from self-confidence, individual intelligence, study habits and expectations of students' ideals. In addition to internal factors, there are also external factors that can affect learning difficulties in mathematics, namely the existence of obstacles that arise from the environment outside of students. The environment in question can come from

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the family environment, community, teachers, or inadequate learning media (Amir & Risnawati, 2015).

Several studies have shown that students tend to have low learning motivation in mathematics. In the study, the results showed that some of the number of students in grade VI at the elementary school level in research respondents had low motivation to learn mathematics (Astuti, 2020). The phenomenon of finding that children's motivation is low in learning mathematics is also found at SD Negeri 156 Seluma (Trisna Fatmawati, 2021). More than half of the student respondents also have low motivation to learn mathematics (Lestari, Ardana, & Suryawan, 2022). Not only at the elementary school level, but difficulties in learning mathematics that have an impact on low learning motivation can also be found in students at the advanced level of education. As in Aulia's research (2017) which states that class XI students have low motivation in learning mathematics. The problem that arises in the learning environment is that there are still many students who get math scores below the minimum completeness criteria. This seems to need to be a major concern in overcoming problems related to learning motivation. The students have a perception of mathematics as a fairly difficult subject. However, students understand that mathematics is an important lesson to learn (Siregar, 2017).

Studying mathematics has a positive impact on students. Students will have the ability to think critically and connect in open-ended questions. Make it easier for students to interact in buying and selling in the community. Make it easier for students to solve problems presented by the teacher and those faced. For that, the benefits in studying mathematics are so great. Therefore we need an encouragement to learn motivation for students in learning mathematics.

Various efforts have been made and researched to increase student motivation to learn. Learning mathematics with the scientific method in junior high school class students has been tested to improve the learning process and increase student motivation in mathematics after being carried out for several cycles. In classroom activities, teachers apply five steps of learning experiences in the scientific method, namely observing, asking questions, gathering information, reasoning (associating), and communicating (Fitriani & Utami, 2016). In addition to learning mathematics scientifically, learning through games or games is also able to provide positive results for changes in learning motivation. Fun math learning strategies will make students easy to understand the lesson. One of the fun situations that can be presented in learning mathematics is through math games (Siregar, 2017). In general, efforts that can be made to increase student learning motivation are teachers by utilizing appropriate learning media, creating two-way communication situations, and providing positive rewards, for example through giving praise to students (Lestari et al., 2022).

Other efforts made to increase students' learning motivation can be through the use of story media. Several studies related to this can be seen in the study of increasing learning motivation through folklore which was carried out using the role play method. From the results of the study, after the activity was carried out there was an increase in the percentage of students who had high and very high learning motivation after learning using folklore role play (Manaf, 2019). The use of fairy tale book media in mathematics learning has been carried out by Nurhidayah and Wangid (2020). In this study, fairy tale books were compiled and developed with careful assessment and testing, and then used in the mathematics learning process. The use of the fairy tale book was proven to be able to improve the ability to understand science and mathematics concepts of fourth grade elementary school students.

Mathematics-based fairy tale books are supporting textbooks in the form of fairy tales that are compiled based on mathematical material. Math-based fairy tale books contain mathematical material concepts that are specially packaged in an attractive way to be easily understood by students. The fairy tales in this teaching material are arranged as an introduction to convey the concepts of mathematical

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material. Nurhidayah (2020) states that fairy tales have a good impact on children's cognitive development, fairy tales provide opportunities for children to understand conflicts in stories that can improve their intellectual experience. Nurhidayah (2020) in her study found that students who read children's literature like fairy tales could help them to understand the world around them. In addition to presenting fairy tales and interesting illustrations, these teaching materials also provide a summary of material that makes it easier for students to understand the concept of force and fractions, practice questions for understanding concepts, and self-evaluation sheets in learning. According to Nurhidayah (2020) fairy tales can help students gain mathematical knowledge. Not only develop students' imaginations, fairy tales can also develop students' skills in using mathematical connections, fairy tales can be used as a fun learning tool in increasing students' understanding of mathematical material. Children's reading and fairy tales in mathematics learning can help overcome the increase in math attitudes and help students to be more creative and limitless imaginative. Therefore, fairy tales can have a big influence on students' learning motivation. Because the nature of fairy tales is cheerful and fun.

Motivation comes from the word motive which has the meaning of encouragement, will, reason, or will. In terms of motivation is the energy that generates and directs individual behavior. Thus, motivation is not behavior, but rather an internal condition that cannot be observed directly but is able to influence behavior. In general, motivation can be observed and interpreted from behavior that appears both verbally and non-verbally. Motive itself can be interpreted as an effort (movement) that encourages individuals to do something. If it is associated with the situation of learning conditions, then the motivation carried out by the teacher or educator is a conscious effort by the teacher or educator to create a motive in students that will lead to learning goals. Furthermore, motivation includes concepts, such as the need for achievement, the need for affiliation, habits, and individual curiosity about something (Nurjan, 2016).

Based on the explanation above, motivated behavior can be formulated as behavior that is motivated by a need and is directed at achieving goals, so that a need is fulfilled and a will is satisfied. In particular, the motivational component consists of three main things, namely needs, goals, and drives. Regarding needs, there are several theories that underlie these needs. First, referring to the humanistic theory by Maslow, there are several basic individual needs, including physiological needs, the need to feel safe, the social need for love of belonging and belonging, the need for self-esteem, and the need for self-actualization. Second, McClelland's theory of achievement needs divides needs into power needs, affiliation needs, and achievement needs. Third, the theory of needs according to Frederick Herzberg explains the need to cover deficiencies and development needs. Furthermore, the component in the form of encouragement as one of the elements of motivation refers to mental strength that is oriented towards achieving goal achievement. The third element of motivation is the goal, which serves to motivate behavior. The goals set by the individual will affect how actively the individual will behave (Nurjan, 2016)

According to R. Gagne, learning is defined as a process to gain motivation in knowledge, skills, habits, and behavior. In this case there is an emphasis on the learning process as an effort to acquire knowledge or skills through instruction. Gagne places the activation of motivation first in the instances of learning. Meanwhile, according to Thorndike learning is a process of interaction between stimulus and response. It is necessary to have motivation in the learning process accompanied by a positive effect as a form of satisfaction that will be achieved by the response. Adapting Thorndike's opinion, the teacher needs to understand that students have the desire to repeat the action because it is perceived as a positive thing. Therefore, teachers need to carry out various motivational strategies to maintain student interest in learning in class (Amir & Risnawati, 2015). Motivation is anything that drives someone to act to do something. In general, it can be understood that learning has the aim of moving a person to appear his desire and willingness to do something so that he can obtain

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certain results. Learning motivation can be interpreted as enthusiasm or encouragement that aims to increase enthusiasm in terms of learning so that it will encourage the spirit to follow what is taught by the teacher (Amir & Risnawati, 2015).

Motivation can be classified into several categories, such as primary and secondary motivation, intrinsic and extrinsic motives, singular and combined motives, approaching and moving away motives, basic and unconscious motives, as well as biogenetic, sociogenetic, and theogenetic motives (Nurjan, 2016). Intrinsic motivation and extrinsic motivation can coexist and are not contradictory. Whereas intrinsic motivation was steadily associated to better achievement, a negative relationship emerged between extrinsic mtivation and student's achievement by the end of elementary school (Lemos & Veríssimo, 2014). The family environment is one of the external factors that can influence learning behavior. Included in student learning behavior in mathematics, parents are known to have an influence through their involvement in education. Various activities that show parental involvement in student education are known to have a positive impact on achievement, skills, and mathematical abilities (Fiskerstrand, 2022). In general, there are several functions of motivation in the individual. First, motivation functions to encourage humans to act, namely as a mover that releases impetus energy. Second, motivation has a function as a determinant of the direction of action to be achieved. Third, motivation functions as a selector of actions. In this case, motivation helps determine what actions must be done to achieve goals, and exclude behaviors that are not related to goals (Nurjan, 2016).

The factors that influence the low motivation of students to learn can come from various things, namely the place of study, physical function, intelligence, facilities and infrastructure, time, study habits, teachers, parents, emotional and health, and the last is the friend factor (Aulia, 2017). In other studies also found various factors that affect the low motivation to learn students. First, that children's desire to learn is not always accompanied by the ability to achieve it. Second, students' environmental conditions can affect the learning process, be it a healthy, harmonious, and orderly school environment. Third, that there are non-optimal conditions for students in terms of paying attention to students' personality characteristics, especially in relation to the spirit of learning (Trisna Fatmawati, 2021). Low motivation to learn mathematics can also be influenced by factors of perseverance in learning, preferring to work independently, factors of interest and sharpness of attention, achievement in learning, and tenacity factors in facing difficulties (Lestari et al., 2022).

Motivation has five dimensions that shape it (Aritonang, 2008), including persistence, tenacity, interest and attention, learning achievement, and learning independence. First, persistence in learning can be seen from individual attendance at school attendance, participating in the learning process both in class, and carrying out learning activities at home. This persistence assessment considers various environmental settings to see the consistency of the individual's persistence. Second, tenacity is tenacity in the face of adversity. Students' learning motivation in facing difficulties will be seen in the attitudes and efforts made when encountering difficulties related to learning problems. Third, interest and sharpness of attention, namely the extent to which individuals show habits in following lessons, and show enthusiasm in learning. Thus it describes the extent to which individuals are able to generate and maintain interest and provide sufficient attention in the learning process. If the individual has less interest, the level of sharpness of attention will decrease. Likewise, if the individual's interest in learning is high, the sharpness of attention will be higher. Fourth, achievement in learning, namely individuals who have high motivation will have a desire to excel, and show qualifications of satisfactory results. Fifth, learning independence, namely individuals who have good learning motivation will be able to complete assignments from subjects and use study time both at school and outside school.

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METHOD

The type of research used in quantitative research is the Pre Experimental type with One Group Pretest-Posttest Design. One group pretest-posttest design is a research activity that provides an initial test (pretest) before being given treatment, after being given treatment then given a final test (posttest).

This research was conducted at Guidance I'qrol Kudus. Determination of the sample using saturated sampling technique, namely the technique of determining the sample when all members of the population are sampled. The sample of this study was fourth grade students in the even semester of the 2021/2022 academic year in I'qrol tutoring with the number of samples in this study was 20 students.

Data collection techniques were carried out using a questionnaire. The data collection instrument used was a learning motivation questionnaire. The indicators of learning motivation in this study are perseverance in learning, tenacity in the face of difficulties, interest and keen attention in learning, achievement in learning, and independent in learning. The results of the validity of the learning motivation questionnaire show that all 30 items are said to be valid, while the reliability analysis of the learning motivation questionnaire shows Cronbach's Alpha 0.907. The results of the validity and reliability indicate that the learning motivation questionnaire can be used in research.

RESULT AND DISCUSSION

The data analysis in this study used a t-test to determine the effectiveness of the fairy tale with the title “Petualangan Tiga Saudara Menyelamatkan Selendang Pusaka " on increasing the learning motivation of fourth grade elementary school students. The requirements for conducting the t-test are to test for normality and homogeneity. The results of Shapiro Wilk's analysis showed that the data were not normally distributed with a pretest value of 0.421 <0.05 and a posttest value of 0.636.

The results of the effectiveness of using fairy tales in the mathematics learning process there is an increase in learning motivation obtained from Wilcoxon analysis with sig values. 0.000 < 0.05 so H0 is accepted. So, it can be concluded that the learning motivation of fourth grade elementary school students reaches the effective criteria. The following are the results of data analysis obtained from testing data using SPPS 22.

Table 1. Pretest and Posttest t-test of Learning Motivation

	Pretest_Postest – Motivasi
Z	-3.889[b]
Asymp. Sig. (2-tailed)	.000

Table 2. Ranks of Pretest and Posttest Data on Learning Motivation

		N	Mean Rank	Sum of Ranks
Pretest - Postest	Negative Ranks	1[a]	1.00	1.00
	Positive Ranks	19[b]	11.00	209.00
	Ties	0[c]		
	Total	20		

Based on Table 1 the output of “Tets Statistics”, it is known that Asymp. Sig (2-tailed) is worth 0.000. Because the value of 0.000 is less than 0.05. So it can be concluded that the hypothesis is accepted. This means that there is a difference between the motivation to learn mathematics for pretest and posttest, so it can also be concluded that there is an effect of using a fairy tale with the title "Petualangan Tiga Saudara Menyelamatkan Selendang Pusaka " on the motivation to learn mathematics in 4th grade elementary school students.

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Based on Table 2, it is obtained that the points are negative rank or the difference between students' learning motivation for the pretest and posttest. Here there is 1 negative data which means 1 student experienced a decrease in motivation to learn mathematics from pretest to posttest. The mean or average decrease is 1.00, while the number of negative ranks or sum of rank is 1.00. For positive rank or difference (positive) between motivation to learn mathematics for pretest and posttest. Here there are 19, which means that there is an increase in motivation to learn mathematics from pretest to posttest. The mean or average increase is 11.00, while the number of positive ranks or sum of rank is 209.00. The ties shows the similarity of the pretest and posttest values of 0, so it can be said that there is no equal value between the pretest and posttest. The average value of the pretest and posttest can be seen from Figure 1 below.

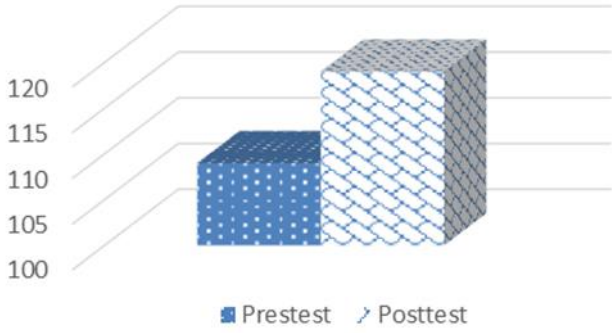

Figure 1. Average Pretest and Posttest Data of Learning Motivation

Based on Figure 1. above, it shows that the average value of students' learning motivation in the posttest is 119, while the average value of the value of students' learning motivation at the pretest is 109. The difference between the scores of the pretest and posttest is 10, so it can be concluded that the fairy tale with the title “The Adventures of Three Brothers Save the Selendang Pusaka” made a big contribution to students' learning motivation. Fairy tale books presented in this form are influenced by the presence of interesting storylines, pictures, and games in each sub-theme. Learning mathematics which was initially only one-way, and more often drilled questions resulted in children being bored and boring. The concept of learning that directs students in understanding concepts, is diverted by teaching teachers who are more rigid and emphasize only cognitive outcomes. This process gives the impression that mathematics is a scary subject. In situations where children are not happy to learn because of difficult lessons, it will cause decreased interest in learning. When that happens, the child will experience learning backwards. If the teacher does not know or is less sensitive to this condition, students will increasingly experience a decrease in learning enthusiasm which can lead to low achievement. This then risks making the child tend to feel inferior, more moody and aloof. (Maryam Rudyanto, 2008. The Influence of Teacher-Student Relationship Patterns on Children's Personality Development). The conditions experienced by students focus on learning motivation. The low learning motivation of students in terms of intrinsic and extrinsic. The following results from the analysis of the dimensions of learning motivation are presented in the form of Figure 2.

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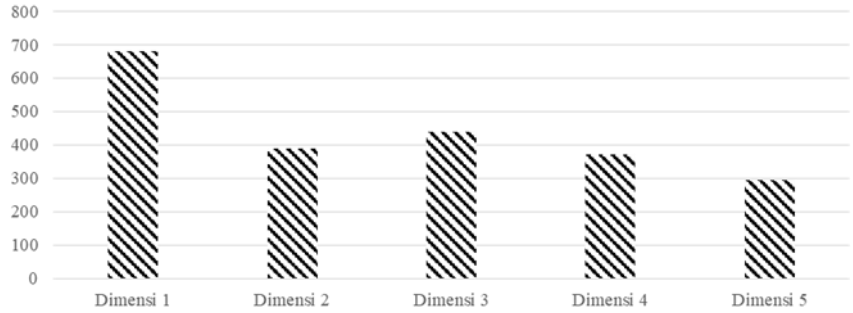

Figure 2. Dimensions of Student Learning Motivation

Based on Figure 2 above, it shows that dimension 1 gets a higher value than the other dimensions. Dimension 1 describes persistence in learning. In this dimension, students have shown good progress. Students automatically ask if they have learning difficulties. Students by themselves read fairy tale books and discussed with their group friends. For the 2nd dimension is tenacious in the face of adversity. In this dimension, there is still a need for encouragement and direction to solve the problems presented in fairy tales. Because students have not been able to independently solve the problem. For dimension 3, namely interest and sharpness in learning. In this dimension, students have shown an interest in learning mathematics. This is because there are fairy tale books based on folklore which are presented with a good storyline, interesting pictures and characters that are liked by students. For dimension 4, namely achievement in learning. In this dimension, students still do not show competitiveness to get good grades. Only 5 to 7 students show a competitive attitude in getting good grades. For dimension 5, namely independent in learning. In this dimension, students have shown themselves to be independent in learning. This is shown by students by reading fairy tale books with enthusiasm and completing each game well. So, it can be concluded that the scores obtained by students have shown good results, rather than the pretest.

When examined from intrinsic motivation, the motive to be active or functioning does not need to be stimulated from outside. This is because from within the individual there is an urge to do something. Intrinsic motivation in learning arises from self-awareness essentially, not just a symbol (Nurjan, 2016). If it is associated with the purpose of the activities carried out, for example learning, then individuals who have intrinsic motivation will want to achieve the goals contained in the act of learning itself. In this case, learning is done because they really want to know everything from learning, not because of the elements of gifts, praise, or rewards. In this study, there were several students who said that mathematics was fun. Students are interested in calculation problems and show enthusiasm in the problem solving process. One of the students also independently asked questions that had not been understood. Some of these explanations show that students have intrinsic motivation within themselves.

Furthermore, if we examine the extrinsic motivation, then the motives are active and function because there is a stimulus from outside. Learning activities are started and continued on the basis of light from outside which is not absolutely related to learning activities (Nurjan, 2016). Students can actively carry out learning that can be influenced by extrinsic motivation, for example from environmental efforts to present learning material in an interesting way so that it helps students to master mathematical skills. In this study, extrinsic motivation is presented through the media stimulus used in the learning process. The stimulus used in this research is through the media of fairy tales. Students are interested in reading and learning mathematics from fairy tales presented by the teacher. This finding shows that students have extrinsic motivation in themselves through the media used in learning. The provision of media turned out to have an effect on how to convey learning. The method of delivering learning focuses on the learning methods used in achieving learning objectives

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The provision of learning methods in the form of fairy tales provides a form of external motivation stimulation. In this case, fairy tales can provide stimulation for children's intelligence through fairy tale activities involving games, joking, and interacting. In addition, the ability to think logically and think rationally will be stimulated so as to accelerate the child's learning process. The positive impact of fairy tales can affect positive feelings related to the learning process without coercion, thus encouraging a creative, friendly, sociable, and spontaneous attitude in responding to their environment. In addition, various plots in fairy tales delivered through teacher assistance will encourage the formation of empathy in children for what is happening in the environment and the people around them. The delivery of mathematics learning packaged in fairy tales is expected to be able to provide conceptual understanding for students. Characters from fairy tales themselves involve interesting storylines, characterizations, themes, settings, and pictures make students more interested in reading and learning. This approach is adapted to the cognitive development of elementary school students.

Basically the development of childhood that plays a role in mastery of learning in education is the development of cognitive abilities. According to Jean Piaget, there are four stages of cognitive development in the life span. At the age of 2 to 7 years is a stage of cognitive development called the pre-operational stage. At this stage there is mastery of the use of symbols that describe objects around the child. Children at this stage have a way of thinking that is centered on themselves. At the age of 7 to 10 years is a cognitive stage called the operational stage. At this stage the child has the ability to think logically, is able to pay attention to more than one dimension and can also relate these dimensions. Self-centered thinking is decreasing, but at this time children are not yet able to think abstractly (Jiwandono, 1989).

The method of presenting stories can affect the increase in learning motivation. This motivation can be seen with the encouragement of students in the form of enthusiasm and curiosity to learn (Azizeh, 2021). The story method accompanied by image media can strengthen students' memory about the storyline. This promotes increased memory and ability to speak and retell the stories (Azizeh, 2021). In addition, motivation is one of the psychological factors that have a major influence in determining the success of human activities. The level of learning motivation of students is considered capable of giving a positive influence on the process and learning outcomes. On the other hand, a low level of motivation will reduce enthusiasm for learning and will indirectly provide mathematics learning and increase it in mathematics learning (Purnama & Erni, 2019). Strong learning motivation also affects the mathematical problem solving given by the teacher. This is in line with Cahyani (2021) high motivation will make students more eager to learn and solve the problems given and interest in reading will be higher because they are curious about the material provided. . Students are more enthusiastic in learning, especially in mathematics. Students feel comfortable and enthusiastic in participating in learning. This is evidenced by Fitriyanti & Sukestiyarno (2021) who stated that the results of a poll of 86 teachers stated that they strongly agreed to use fairy tale books in learning.

Increased motivation in learning can be supported by individuals who are around students. Providing interesting learning media stimulation, besides being able to be done by teachers, can also be done by peer tutors in mathematics. When peer-tutor learning is carried out, it will encourage increased motivation to learn mathematics. Research conducted by that peer tutors can offer pedagogical practices that can reduce student anxiety and are better able to build self-confidence and create a positive attitude towards the learning process (Martí Arnándiz, Moliner, & Alegre, 2022). The existence of friends in the environment around students can have an influence on learning motivation. Studies have shown that individuals who have better social competence have better motivation to learn and experience less anxiety. If students experience anxiety, they will experience a decrease in learning motivation (Magelinskaitė, Kepalaitė, & Legkauskas, 2014). Thus it can be understood that the

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provision of learning through fairy tale books involves elements of the material contained in the fairy tale book and involves elements of the parties who use the book as a medium. This shows that in addition to fairy tale books, the social skills of individuals involved in the learning process can also affect students' learning motivation.

In mastering mathematics, students can feel anxious. This anxiety will indirectly affect the motivation of students in their learning behavior. There are three goals that can be explored together to understand how anxiety can affect motivation. These goals are the goal of mastery of the material, the goal of performance approach, and the goal of performance-avoidance, all three of which can affect the level of student anxiety. Performance-approach goals and performance-avoidance goals have a significant negative direct effect on anxiety. The goal of mastery of the material has a significant positive relationship with intrinsic motivation and a significant negative relationship with lack of motivation. While the goals of performance approach and performance-avoidance have a significant relationship with extrinsic motivation (Lavasani, Weisani, & Shariati, 2014). If it is associated with students' cognitive abilities, then a low level of anxiety during the learning process can have an effect on better cognitive abilities. As to research by (Hoorfar & Taleb, 2015), students who have low anxiety in the learning process and learning evaluation are known to have better metacognitive knowledge. Furthermore, students who have low anxiety in problem-solving in mathematics are known to have better metacognitive knowledge as well.

The use of fairy tales in classroom learning is also able to have an influence on children's emotions. Fairy tales can increase the interested, strong, and inspired aspects. This shows that there is an increase in positive emotions after being given learning through fairy tales. Interested relates to awareness of something related to him. Strong means a feeling of determination to take responsibility for himself. Inspired is an emotion that makes up with being able to give influence or enthusiasm (Trihastuti, Mulya, Abdillah, & Hidayati, 2018). Basically, fairy tales have an influence on students' awareness of their responsibilities as students. Students are able to hold their emotions when solving math problems. This is because the meaning or value contained in fairy tale books can be applied to students. In line with (Lubis & Muhammad, 2020) stated that the mandate in fairy tales has an influence on the character of students in the classroom.

CONCLUSSION

Mathematics is perceived as a subject that has moderate to high difficulty. This causes students to face difficulties in the learning process. The students have difficulty in understanding concepts, remembering, and solving problems related to the questions. The difficulties faced by students raise another problem, namely students are not enthusiastic about learning mathematics. The problems that arise are focused on decreasing learning motivation. Therefore, we need an innovation in the learning process to increase students' learning motivation. One of them is the use of math-based fairy tale books to give color to the learning process. The use of fairy tales in classroom learning is also able to have an influence on children's emotions. This is reinforced by the results of the study which showed that the pretest and posttest scores related to learning motivation experienced an increase in effectiveness in the learning process. The results of the effectiveness of using fairy tales in the mathematics learning process there is an increase in learning motivation obtained from Wilcoxon analysis with sig values. 0.000 < 0.05 so H0 is accepted. So it can be concluded that the hypothesis is accepted. This means that there is a difference between the motivation to learn mathematics for pretest and posttest, so it can also be concluded that there is an effect of using a fairy tale with the title " Petualangan Tiga Saudara Menyelamatkan Selendang Pusaka" on the motivation to learn mathematics in 4th grade elementary school students. The results obtained indicate that learning through

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fairy tales with the title " Petualangan Tiga Saudara Menyelamatkan Selendang Pusaka" can increase students' learning motivation in the mathematics learning process.

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