

THE EFFECT OF USE OF TECHNOLOGY BASED INTERACTIVE LEARNING MEDIA IN LEARNING ON STUDENTS' LEARNING MOTIVATION AT SDN 067244

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Abstract

Learning media includes everything that is used to support the learning process and clarify the message conveyed by the teacher to students, in order to achieve the learning objectives that have been set. The same as the concept of learning media, that media is an important part of the teaching and learning process to achieve learning goals in schools, in particular. Interactive learning media can also encourage active participation of elementary school students in the learning process. Learning media refers to various tools used to support the teaching and learning process and help transmit information from teachers to students to achieve predetermined learning goals. By using various interactive media such as learning videos, computer simulations, or educational applications, students can be directly involved in their learning process, thereby strengthening their motivation to learn. The impact of using interactive learning media technology in the teaching and learning process on student learning motivation is a phenomenon where the use of technology in lessons can increase student interest, involvement and enthusiasm for learning. Motivation is the change in enthusiasm shown by a person with the effectiveness and response expected to achieve goals. Developing student motivation can be through the support of interactive learning media that is appropriate to student needs. By increasing learning motivation, more active student participation, improving learning outcomes, developing critical thinking and increasing student creativity and innovation. With the help of interactive media, it is hoped that students will be positively motivated in learning, achieve optimal learning outcomes and develop critical thinking and wider creativity. For this reason, it is necessary to create effective and innovative learning conditions where interaction occurs between teachers and students so that it can create situations and conditions for an active and enjoyable learning environment. One way is by using technology-based interactive learning media. After making several observations, there were several problems encountered by researchers in the field: First, limited access and technological infrastructure can hinder the effectiveness of active media because not all students or educational institutions have the same opportunities. Second, the quality of content and media design is important; Content that is not interesting or does not meet students' needs can reduce

students' learning motivation. Apart from that, teachers' willingness to integrate interactive media, curriculum integration, as well as assessing and monitoring media use are also challenges that must be overcome. By paying attention to these things, we hope that this research can make a positive contribution in improving student learning through educational media. It is important to identify, address and monitor these problems so that the application of technology in education is successful and has the expected impact.

Keywords

Learning Media; Student Motivation; Technology-Based Learning Media; Teacher-Student Interaction.

Introduction

The development of interactive learning environments is an important highlight in the world of education, especially in the digital era which continues to develop rapidly. The use of innovative and interactive learning environments to enhance learning has attracted the attention of many educators and researchers. The aim of this literature review is to provide a comprehensive overview of innovations in the development of interactive learning environments and how these can influence learning in the digital era.

Digital learning platforms are sophisticated and continuously evolving interactive learning platforms. This platform provides access to various learning materials, activities and multimedia programs related to the curriculum. This learning platform allows elementary school students to access individual materials, collaborate with a group of friends, and receive feedback.

One of the main topics discussed in this literature review is the various types of interactive learning platforms considered and used in educational contexts. Based on the researched literature, learning media includes various features such as learning videos, interactive simulations, educational games, and digital learning platforms.

Through technology-based interactive learning media, it can be concluded that the use of technology-based learning media has great potential in increasing students' learning motivation and their understanding of concepts. The use of this media as a technology-based learning medium has become a topic of interest for educators and researchers in recent years.

Methods

The research was conducted at SDN 067244, a primary school located on Jalan Bunga Sedap Malam IX, Kec. Medan Selayang, Medan City, North Sumatra. The study employed a qualitative approach, emphasizing in-depth observation to explore the dynamics of the teaching

and learning process. This method was chosen to gain a comprehensive understanding of the research context and uncover insights that may not be captured through quantitative methods.

Data collection relied on primary sources obtained directly from the school environment. Researchers gathered information through a combination of interviews and direct observations. The interviews were conducted with students, allowing researchers to delve into their experiences, perspectives, and challenges during the learning process. This method provided rich, descriptive data that could highlight specific issues related to the implementation of interactive learning media.

Observations were carried out during face-to-face learning sessions at the school. By immersing themselves in the field conditions, researchers were able to witness firsthand the interactions between students, teachers, and the learning media being used. This approach enabled a detailed analysis of how learning activities unfolded and the ways in which interactive media influenced student engagement and motivation.

Through these data collection methods, the study aimed to identify existing challenges and gather evidence-based insights to support the application of interactive learning media in enhancing student motivation and outcomes. The integration of interviews and observations allowed for triangulation, ensuring the validity and reliability of the findings.

The process of data analysis in this research involved organizing, interpreting, and synthesizing the data collected during observations and interviews. The qualitative approach necessitated a thematic analysis to identify patterns, trends, and key issues relevant to the study's objectives. Initially, the data from interviews were transcribed and categorized based on recurring themes, such as students' motivation, engagement levels, and responses to interactive learning media.

Observational data were documented through detailed field notes, capturing the dynamics of classroom interactions, the use of technology-based media, and students' participation. These observations were analyzed alongside interview results to draw connections between students' expressed experiences and their observed behaviors. This process provided a holistic understanding of how interactive learning media influenced the teaching and learning environment at SDN 067244.

The study also accounted for contextual factors, such as the availability of technological resources and the readiness of teachers to integrate media into their instructional practices. Challenges such as infrastructure limitations and varying levels of media content quality were identified through this comprehensive data collection and analysis process. Researchers continuously reflected on their findings to ensure that interpretations were accurate and grounded in the evidence collected.

By systematically analyzing the data, the research sought to provide actionable recommendations for improving the use of interactive learning media in similar educational settings. These findings aim to inform educators, school administrators, and policymakers

about effective strategies to enhance student motivation and learning outcomes through innovative teaching approaches.

Discussion

The results of research from field observations show that students' learning motivation increases when researchers conduct learning using this media. There are various learning improvements that can be made to further increase students' learning motivation, namely researchers urge students to better apply the material presented in their daily lives. Researchers also provide various reinforcements for students to be more motivated in learning which is carried out at the end of the lesson.

In this research, the learning media applied is technology-based interactive learning media which is expected to increase students' learning motivation in learning. The purpose of using this learning media is to increase students' learning motivation in learning. There are several advantages of using this media, namely increasing student involvement in learning, enabling learning to be tailored to individual needs, enriching the learning experience through multimedia interaction, encouraging creativity and innovation in the learning process, and stimulating learning motivation through interesting interactive elements.

The results of interviews with students found that the use of technology-based interactive media can increase students' learning motivation and activeness in learning process activities. Because students feel more interested and increase their learning motivation when using this learning media. These students feel motivated in doing assignments and are more confident in solving problems. In applying this learning media, researchers found that students preferred learning using this media because it could increase their learning motivation and feel challenged in solving a problem. However, students feel that they lack time for learning using technology-based interactive learning media, students prefer to explore learning topics and hope that the time for learning can be extended.

Positive responses from students, applied learning can be enjoyable for students because students are more motivated and actively involved. Because researchers provide opportunities for students to convey something in the learning process, students think critically, and can raise questions or ideas from students. The application of this learning media is an effective learning strategy that is very good for use with students. It has been proven that in the learning process researchers can build an interactive classroom atmosphere and increase students' learning abilities and motivation.

Conclusion

Based on the results of the discussion in this research, it can be concluded that the application of technology-based learning media has a significant positive impact. Through a more engaging learning experience, facilitation of active engagement, instant feedback, and wide accessibility, students' learning motivation can be effectively increased. Apart from that, this media also plays a role in increasing students' creativity, accelerating understanding of

concepts, and providing flexibility in the learning process. Thus, the use of technology-based learning media is expected to provide sustainable benefits for student learning motivation.

The important role of this media in creating an inclusive and interesting learning environment for students. By presenting learning material in an interactive and interesting way, technological media is able to build sustainable interest in learning, motivate students to be actively involved in the learning process, and provide a more enjoyable and meaningful learning experience.

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