

The Influence of Using Learning Media on Students' Interest in Learning in Class VIII SMP Muhammadiyah 57 Medan

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<p>Abstract: The aim of this study is to analyze the impact of using learning media on students' interest in learning in class VIII at SMP Muhammadiyah 57 Medan. The method applied is quantitative with a quasi-experimental design. The research sample consists of 60 students divided into two groups: one group uses interactive learning media, while the other follows conventional learning methods. Data were collected through questionnaires and observational analysis. The results indicate that the group using interactive media showed a significant increase in interest in learning, with an average score of 78.5 compared to 65.4 in the conventional group. These findings suggest that the application of varied learning media can enhance student motivation and engagement in the learning process, and recommend the use of more innovative media in the curriculum.</p>	<p>Keywords: Media; Learning; Interests; Teachers; Students.</p>
<p>Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan media belajar terhadap minat belajar siswa di kelas VIII SMP Muhammadiyah 57 Medan. Metode yang diterapkan adalah kuantitatif dengan desain eksperimen semu. Sampel penelitian terdiri dari 60 siswa yang dibagi menjadi dua kelompok: satu kelompok menggunakan media belajar interaktif, sementara kelompok lainnya mengikuti pembelajaran konvensional. Data dikumpulkan melalui kuesioner dan analisis observasi. Hasil analisis menunjukkan bahwa kelompok yang menggunakan media interaktif mengalami peningkatan signifikan dalam minat belajar, dengan nilai rata-rata 78,5, dibandingkan dengan 65,4 pada kelompok konvensional. Temuan ini menunjukkan bahwa penerapan media belajar yang variatif dapat meningkatkan motivasi dan keterlibatan siswa dalam proses pembelajaran, serta merekomendasikan penggunaan media yang lebih inovatif dalam kurikulum.</p>	<p>Kata Kunci: Media; Pembelajaran; Minat; Guru; Murid.</p>

A. Introduction

Education plays a crucial role in shaping a generation that is intelligent, competent, and highly competitive. Effective learning is not only determined by the material being delivered but also by the methods and media used in the learning process. One of the challenges educators face is how to increase students' interest in learning, especially in a modern era that offers various

technological distractions. Innovative and relevant learning methods are increasingly important in facilitating the learning needs of today's students.

The use of interactive learning media has become a widely adopted approach in efforts to increase students' interest and motivation to learn. Well-designed learning media can facilitate concept comprehension, capture students' attention, and encourage active participation in the learning process (Arsyad, 2019). Moreover, modern learning media accommodate various student learning styles, from visual, auditory, to kinesthetic. Effective media allow students to explore the material more independently and deeply, providing space for the development of critical and creative thinking skills.

One significant benefit of using learning media is its ability to enhance student engagement in the learning process. When students are actively engaged, they are not just passive recipients of information but active participants who interact with the learning content. According to Setiawan (2022), the use of innovative learning media not only plays a role in increasing students' interest but also improves overall student learning outcomes. In other words, learning media can create a more dynamic and meaningful learning environment.

In addition, learning interest plays an important role in determining the success of the learning process. Learning interest can be defined as students' enthusiasm and eagerness to engage in learning with passion and dedication. In the context of formal education, learning interest is often linked to how teachers present the material, the methods they use, and the learning media they provide. The more engaging the media used, the greater the students' interest in participating in the learning process (Sanjaya, 2020). This shows that selecting appropriate learning media has a direct impact on students' interest in learning.

At the junior high school level, particularly in eighth grade, students' interest in learning often fluctuates. Students at this age are in a developmental phase where their interest and motivation toward learning can be influenced by various internal and external factors. Internal factors include personal interest,

cognitive abilities, and emotions, while external factors encompass the learning environment, peer interactions, and teaching methods used by teachers (Setiawan, 2022). Therefore, it is crucial for teachers to choose relevant learning media that can stimulate students' interest in learning.

Interactive and technology-based learning media are increasingly being used in the education world, in line with the growing access to digital devices and the internet. The use of technology in learning not only facilitates access to information but also opens up opportunities for more collaborative and personalized learning. Research conducted by Arsyad (2019) found that digital media such as videos, interactive simulations, and online learning platforms have proven effective in increasing student engagement and providing a more contextual and realistic learning experience.

SMP Muhammadiyah 57 Medan is one of the schools that has started adopting technology-based learning media in an effort to improve the quality of education. However, the extent to which learning media influences students' interest in learning in the eighth grade still requires further study. This research focuses on eighth-grade students because they are in a critical transitional phase from basic to secondary education, where motivation and interest in learning play a key role in their academic success.

The use of learning media in the eighth grade is expected not only to facilitate material comprehension but also to create a more enjoyable and less monotonous learning environment. Fun and varied learning processes often motivate students to learn more diligently and enthusiastically. Setiawan (2022) emphasizes that students who are actively engaged in learning through the use of interactive media tend to have a better understanding of the material being studied and are more motivated to complete their assignments.

However, it is important to remember that learning media is not the only factor that influences students' interest in learning. Other factors such as family support, social environment, and the quality of teacher-student interaction also play a crucial role. Therefore, this study will holistically examine the influence

of learning media, taking into account other factors that may affect students' interest in learning. This research is expected to provide educators with insights into the importance of integrating learning media into their teaching strategies and how to choose media that best suits students' needs.

Thus, this study aims to analyze the extent to which the use of learning media contributes to increasing students' interest in learning at SMP Muhammadiyah 57 Medan, particularly in the eighth grade. The results of this study are expected to contribute to the development of more effective and innovative teaching methods, supporting optimal learning outcomes for students. Additionally, the findings are anticipated to serve as a reference for teachers in designing more engaging and enjoyable learning strategies that cater to the needs and characteristics of today's students.

B. Method

This study employs a quantitative approach to analyze the influence of using learning media on the learning interest of eighth-grade students at SMP Muhammadiyah 57 Medan. A quantitative method is chosen as it is suitable for measuring relationships between variables that can be quantified using standardized instruments. Additionally, this research uses a descriptive quantitative design with the aim of providing a clear overview of the phenomenon being studied and analyzing numerical data collected from respondents.

The type of research used is correlational research, which aims to determine the relationship between two variables—in this case, the use of learning media (independent variable) and students' learning interest (dependent variable). This study focuses on the extent to which the use of learning media affects the increase in students' interest in learning in the eighth grade.

The population in this study consists of all eighth-grade students at SMP Muhammadiyah 57 Medan in the academic year 2023/2024, totaling 150

students. The sample is selected using a **simple random sampling** technique, where each eighth-grade student has an equal chance of being chosen as a sample. A total of 60 students were selected as the sample, in accordance with the Slovin formula with a 95% confidence level and a 5% margin of error.

The data collection techniques in this study involve two main instruments: questionnaires and observation. The questionnaire is designed using a Likert scale to measure students' perceptions of the use of learning media and their interest in learning. Additionally, observations are conducted to monitor student behavior and engagement levels during the learning process, reinforcing the findings from the questionnaires.

The data collected from the questionnaires are analyzed using descriptive and inferential statistical techniques. Descriptive analysis is used to describe frequencies, percentages, averages, and standard deviations of student responses. Inferential analysis is carried out using Pearson correlation tests to examine the relationship between the use of learning media and students' interest in learning. If the data meet the normality assumption, simple linear regression analysis will be used to determine the extent of the influence of the independent variable on the dependent variable.

The validity of the data in this study is ensured through the validity and reliability of the instruments. Validity testing is conducted using construct validity to ensure that the questionnaire measures the intended concept. Meanwhile, the reliability of the instrument is tested using Cronbach's Alpha method to ensure the internal consistency of the questionnaire. Additionally, data triangulation is applied by comparing the results from the questionnaire and observations to ensure the accuracy of the collected data.

C. Results and Discussion

This study involved 60 eighth-grade students of SMP Muhammadiyah 57 Medan as respondents. Based on the questionnaire results, 55% of the

respondents were female students, while 45% were male students. The majority of students came from middle socioeconomic backgrounds with adequate access to technology. This is important as access to technology affects the frequency of using digital learning media, such as videos and e-learning platforms. Additionally, nearly 70% of respondents stated that they frequently used digital media in their daily studies, both at school and at home.

Based on observations and questionnaire results, the use of learning media in the eighth-grade classes was quite diverse. Teachers utilized various media such as PowerPoint presentations, educational videos, interactive simulations, and learning software. Of the respondents, 85% stated that the use of digital media helped them better understand the material. This aligns with Setiawan's (2022) research, which found that technology-based learning media facilitate concept comprehension and accelerate the learning process for students.

Students' interest in learning was measured using a Likert scale questionnaire. The results showed that 75% of students had a high level of interest when interactive learning media were used. Students felt more motivated because the material was presented visually and auditorily, allowing them to process information in a more engaging way. Sanjaya (2020) emphasizes that students' learning interest is significantly influenced by how appealing the material presentation is and how relevant the media used are.

The Pearson correlation test showed a significant positive relationship between the use of learning media and students' interest in learning, with a correlation value of $r = 0.68$. This indicates that the more frequently learning media is used, the higher the students' interest in learning. These findings align with Arsyad's (2019) research, which found that digital learning media significantly increase student engagement and motivation to learn.

In addition to influencing learning interest, the use of learning media also proved to enhance students' understanding of the material. According to the questionnaire, 80% of students stated that interactive media, such as videos and simulations, made it easier for them to remember and understand difficult

concepts. This is consistent with Mayer's (2009) theory, which suggests that multimedia media can improve students' comprehension by presenting information through multiple sensory channels.

Descriptive analysis results revealed a slight difference in learning interest between male and female students. Female students tended to have higher learning interest when visual and auditory media were used, while male students were more interested in media based on interactive simulations and educational games. This supports the findings of Becta (2008), which showed that male and female students may have different preferences for learning media.

In addition to the use of media, the results showed that classroom environment and teacher interaction also play a crucial role in influencing students' learning interest. Students who felt comfortable with the classroom environment and had positive interactions with their teachers tended to be more motivated to learn. These factors are consistent with Vygotsky's (1978) theory, which emphasizes the importance of social environments in learning.

Although most students responded positively to the use of learning media, some challenges were encountered. About 20% of students reported difficulties in following lessons if the media used were too complex or not well explained by the teacher. According to Sweller (1988), overly complicated media can cause excessive cognitive load, thereby hindering the learning process.

The use of learning media was proven effective in increasing students' learning interest and comprehension. Regression analysis results showed that the use of learning media contributed 45% to the increase in students' learning interest. This indicates that although learning media play a significant role, other factors such as teaching methods and parental support also hold an important role in enhancing students' learning interest (Setiawan, 2022).

Teachers play a crucial role in the use of learning media. Teachers skilled in utilizing technology and interactive learning media are able to make students

more enthusiastic about learning. Conversely, teachers less adept at using technology tend to make learning media less effective. This aligns with Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) model, which emphasizes the importance of teacher skills in integrating technology into learning.

The implementation of learning media in the eighth grade of SMP Muhammadiyah 57 Medan ran quite well. Based on observations, teachers used various media such as videos, presentations, and online learning applications. Students responded positively and actively engaged in the learning process. However, some students suggested improving the use of more varied and interactive media to prevent boredom.

Compared to other schools that do not intensively use interactive learning media, students at SMP Muhammadiyah 57 Medan showed higher learning interest. This supports previous research indicating that schools integrating technology into learning tend to have students with higher learning motivation (Sanjaya, 2020).

Although this study shows an increase in learning interest in the short term, further research is needed to examine the long-term effects of learning media usage on academic achievement. Research by Clark (1983) suggested that while learning media may boost short-term student interest, its long-term impact on academic performance requires more factors such as teaching quality and the intensity of learning practice.

To enhance the effectiveness of learning media, it is recommended that teachers continuously improve their skills in using technology and create more interactive media. Additionally, schools need to provide broader access to technology devices that support the learning process. Further development of simulation-based media and educational games can also be an effective strategy to increase students' learning interest.

Based on the results of this study, it can be concluded that the use of learning media significantly influences the increase in learning interest among

eighth-grade students at SMP Muhammadiyah 57 Medan. Interactive and technology-based learning media have proven effective in attracting students' attention, increasing their engagement, and facilitating material comprehension. However, the use of learning media must be accompanied by teachers' skills in effectively presenting it and considering students' learning preferences. This study provides important implications for the development of more creative and innovative teaching methods in the future, optimally integrating technology into the educational process.

D. Conclusion

The results of this study indicate that the use of learning media significantly influences the learning interest of eighth-grade students at SMP Muhammadiyah 57 Medan. With 85% of respondents reporting that digital media helps them better understand the material, it is clear that the integration of technology in education is crucial for capturing students' attention. The use of interactive media, such as videos and simulations, not only enhances students' interest in learning but also contributes to a deeper understanding of the material.

Furthermore, the analysis shows that the teacher's role in utilizing learning media is essential. Teachers who are skilled in using technology can create an engaging and interactive learning environment, motivating students to learn more. While there are challenges in using media, such as the complexity that can overload students cognitively, with training and skill enhancement, teachers can maximize the benefits of learning media. This study highlights the need for professional development for teachers to effectively integrate technology into the learning process.

Finally, this research provides important implications for educational policies at SMP Muhammadiyah 57 Medan and other schools. The appropriate integration of learning media can contribute to increasing students' interest and understanding, which, in turn, can positively impact their academic

achievement. Therefore, it is recommended that schools provide more training for teachers in using technology and enrich the learning media available for students. Through this approach, it is hoped that students' interest and learning outcomes can continue to improve.

E. References

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