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ANALYSIS OF THE INFLUENCE OF LEARNING MEDIA ON MI STUDENTS' INTEREST IN LEARNING IN TANJUNG PURA

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Abstract

This research aims to describe the influence of the use of learning media on students' interest in learning and learning outcomes at MI Tanjung Pura. The background to this research is the use of learning media which is rarely used in learning. Lack of student interest is influenced by the learning process which is considered boring or lacking in variety. As well as a lack of motivation to learn in the learning process which results in a lack of student understanding of the learning material so that learning outcomes decrease. This research is field research using a quantitative approach with survey research methods. The research population was 174 students and the sample in this study was 63 students from grades 1 to 6 at Kaliputih State Elementary School. The data collection methods used are questionnaires and documentation. The data analysis technique used is simple linear regression analysis. The results of this research show that there is a significant influence of the media and students' interest in learning on the learning outcomes of students in grades 1 to 6 at MI Tanjung Pura. The magnitude of the influence of media and interest in learning on student learning outcomes is 0.699, which means that media and interest in learning influence learning outcomes by 69.9%, while the remainder is influenced by other factors not discussed in the research.

Keywords: Learning Media, Interest in learning

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pengaruh penggunaan media pembelajaran terhadap minat belajar dan hasil belajar siswa di MI Tanjung Pura. Adapun latar belakang penelitian ini adalah penggunaan media pembelajaran yang jarang digunakan dalam pembelajaran. Kurangnya minat siswa yang dipengaruhi oleh proses pembelajaran yang dianggap membosankan atau kurang bervariasi. Serta kurangnya motivasi belajar dalam proses pembelajaran yang mengakibatkan kurangnya pemahaman siswa terhadap materi pembelajaran sehingga hasil belajar mengalami penurunan. Penelitian ini merupakan penelitian lapangan dengan menggunakan pendekatan kuantitatif dengan metode penelitian survey. Populasi penelitian adalah 174 siswa dan sampel dalam penelitian ini adalah 63 siswa dari kelas 1 s/d 6 di SD Negeri Kaliputih. Metode pengumpulan data yang digunakan adalah angket dan dokumentasi. Teknik analisis data yang digunakan yaitu analisis regresi linier sederhana. Hasil penelitian ini menunjukkan bahwa ada pengaruh yang signifikan dari media dan minat belajar siswa terhadap hasil belajar siswa kelas 1 s/d 6 di MI Tanjung Pura. Adapun besarnya pengaruh media dan minat belajar terhadap hasil belajar siswa adalah sebesar 0,699 yang berarti bahwa media dan minat belajar berpengaruh terhadap hasil belajar sebesar 69,9%, sedangkan sisanya dipengaruhi oleh faktor lain yang tidak dibahas dalam penelitian.

Kata Kunci: Media Pembelajaran, Minat belajar



INTRODUCTION

Learning is a process of interaction between students and their environment so that there is a change in behavior towards the better. Learning, a combination of learning needs and teaching activities, must run according to expectations. These expectations are what students need in learning, so that the learning objectives formulated by the teacher are directed. Along with the responsibility of teaching in the learning process and carrying out learning activities, each teacher is required to prepare everything related to the learning program that will take place. The goal is for learning activities to run effectively and efficiently (Siregar & Widyaningrum, 2015) . In order for learning objectives to be achieved optimally, in determining learning strategies, it is necessary to formulate components of learning activities according to learning process standards (Falah, 2016) . Media is one way used to achieve predetermined learning objectives.

The role of media in the teaching and learning process is an inseparable part of the world of education. Learning media is anything that can be used to channel messages from the sender to the recipient, so that it can stimulate students' thoughts, attention, feelings, and interests to learn (Adri et al., 2021) . Learning media is a tool that presents messages related to learning objectives. This statement implies that media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can attract students' attention to learn (Uno, 2013) . The use of media has helped students so that learning becomes more interesting and enjoyable (Rusman, 2013) . In line with what Rusman said that learning media is one of the teaching aids for teachers to deliver teaching materials, increase student creativity and increase student interest in the learning process (Arsyad, 2015) .

Interest in learning is one of the important factors in successful learning. Interest is a constant tendency to pay attention to and remember some activities (Siahaan, 2010) . Interest is a feeling of preference and attachment to something or an activity, without anyone telling you to. Activities that someone is interested in and continuously observe are accompanied by a sense of pleasure. Interest in learning needs special attention because interest in learning is one of the supporting factors for the success of the learning process (Harahap & Siregar, 2018) . In addition, interest that arises from student needs is a very important factor for students in carrying out their activities or efforts. Children will learn well if they have a great interest in learning. If they have a high desire to learn, they will quickly remember and understand what they are learning.

Interest is the acceptance of a relationship between oneself and something outside oneself (Pane & Dasopang, 2017) . The stronger or closer the relationship, the greater the interest. Students with a high interest in a particular subject will encourage themselves to learn the subject matter they receive in depth.



Students with a high interest in Islamic religious studies will always try to improve their learning outcomes (Hanina et al., 2021) . These students will always try to improve their learning outcomes. Students will also actively ask questions if they encounter difficulties in understanding Islamic religious studies. Conversely, a student with a low interest in Islamic religious studies will follow the learning process less actively, which will impact the learning outcomes they obtain (Sardiman AM, 2018) . Thus, students with a high interest in learning will achieve better outcomes than those with low interest in learning. Students who have a high interest in learning will devote their attention to the maximum. Thus, interest can be expressed through a statement that shows that students prefer one thing over another. Someone who studies with interest will try to study with full attention and high enthusiasm for learning, and will always motivate themselves to be interested in the material they are studying, so that their learning outcomes will improve.

Based on preliminary observations in the month May 2024 to 10 teachers conducted through initial interviews with Islamic Religious Education teachers at MI Tanjung Pura, researchers found that the main problem at MI Tanjung Pura was the lack of attention from students when learning took place so that the material presented could not be understood properly. Because they do not understand the material well, this affects student learning outcomes. Therefore, researchers are interested in conducting research entitled "Analysis of the Influence of Learning Media on Student Learning Interests at MI in Tanjung Pura".

RESEARCH METHODS

This study is a field research using a quantitative approach with a survey research method (Sugiyono, 2019) . The population of the study was 174 students and the sample used in this study was 63 students from grades 1 to 6 at MI Tanjung Pura , taking sample used purposively sample . The data sources used are primary and secondary data. The data collection techniques used in this study are questionnaires and documentation. The data analysis technique used is simple linear regression analysis using SPSS 26. Before conducting the analysis test, the researcher conducted a classical assumption test, namely the normality test, multicollinearity test. For the Hypothesis test, there is a T test and a determination test.

RESULTS AND DISCUSSION

Assumption Test Classic

Normality Test

Normality test aiming: To test whether in equality regression residual variables have normal distribution or can not be done using non- parametric statistical tests *Kolmogorov-Smirnov* (KS). The output results from testing normality can seen from table following :

Table 1. Kolmogorov-Smirnov test

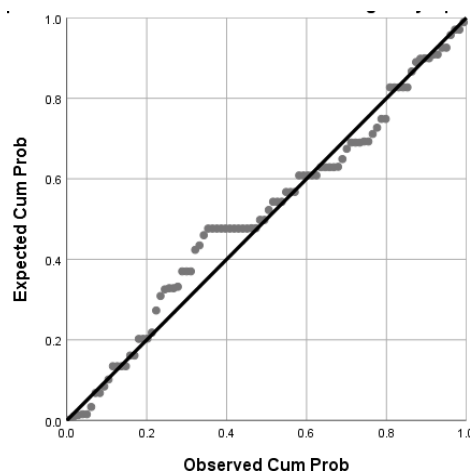
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		63
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.24067698
Most Extreme Differences	Absolute	.128
	Positive	.067
	Negative	-.128
Test Statistics		.128
Asymp. Sig. (2-tailed)		.051 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

It can be seen from table 1 above that the Kolmogorov-Smirnov normality test on the Learning Media variable with a significant result of 0.051 where if the significant value is greater than 0.05 then the normality test results are stated to be normally distributed. To avoid an error, the normality test can be done using *the probability plot test for the whole, as can be seen below.*

In the normality test, *the probability plot* can be seen in Figure 1 below:



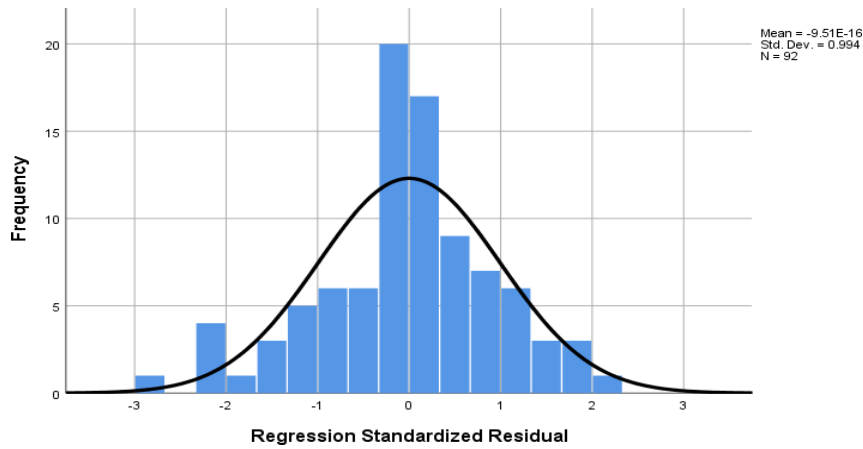


Figure 1. Normality Test Results
 Source: Data processed 2024

From the first image of the output results, it can be seen that the plotting points always approach and follow the diagonal line. While in the second image on the histogram graph, the distribution pattern decreases to the right, so it can be concluded that the residual value is normally distributed.

Multicollinearity Test

multicollinearity test is applied for analysis of multiple regression which consists of two or more independent variable or *independent variable* (X where e e e relationship between variables through magnitude coefficient i r). Determines i exists not *multicollinearity* can done namely with value , and *Variance Inflacion Factor* (VIF). Independent variables experience *multicollinearity* if the value $\alpha_i < \alpha$ and count $>$. Variables independent not experience *multicollinearity* if value value α count $>$ α and VIF count $<$ VIF.

Table 2. Results Multicollinearity Test

Variables	VIF	Tolerance	Multicollinearity
Family Broken home	1,000	1,000	No happened

Source: data processed 2024

Based table , following results :
 Condition VIF, VIF less of 10 conclusion don't happened Multiko
 X : 1,000 is i 10, i not multico

Hypothesis Testing

Design testing hypothesis This rated with determination hypothesis zero and hypothesis alternative , statistical test research and calculations statistical test value , calculation hypothesis , determination level significant and withdrawal conclusion .

Partial t-Test

Make hypothesis in description sentence :

H_0 : No There is significant influence in a way partial between instructional Media to interest Study student .

H_a : There is a significant influence in a way partial between between instructional Media to interest Study student .

Determine level significant (α)

1) Rules testing

If $t\text{-count} < t\text{-table}$, then H_a is rejected while H_0 is accepted.

If $t\text{-count} > t\text{-table}$, then H_a is accepted while H_0 is rejected.

2) Comparing t- tables and t- counts

Objective comparing t- table and t- count is For know whether H_0 can be accepted based on testing rules testing .

3) Take decision

Objective from make decision is For know which hypothesis is selected H_0 or H_a .

Table 3. T- Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-2,530	3,552		-.712	.478
Instructional Media	1,048	.072	.838	14,565	.000

a. Dependent Variable : Interest Study Student

Source: *data processed 2024*

Partial test is used to test independent variables against dependent variables one by one, the table above shows the results of the t-count calculation of each variable X with a $p\text{ value} > 0.05$ whether it has an

effect on the dependent variable Y by comparing the t table with N = Number of samples 63 with $\alpha = 0.05$ obtained a t-table of 1.296 then the following results are obtained:

T-test on the learning media variable (X), obtained a t-count of 14,565 with a significance level of 5%. From these results, because the t -count of 14,565 is greater than the t-table of 1.296 and the significance of 0.00 is smaller than 0.05, then partially the learning media variable (X) has a significant effect on the interest variable. Study students (Y). the decision is that H_a is accepted. This means that the learning media variable has an influence on students' interest. Study students of MI Tanjung Pura .

Coefficient Test Determination

Coefficient determination: To measure how much Far regression model capability in to explain variation dependent variable. Small R^2 value means ability variable independent in explain variable dependent very limited . The more big R^2 value (approaching 1) , then its accuracy the more good . So got table 4.

Table 4. Results of the determination coefficient test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838 ^a	.702	.699	6.27525

a. Predictors : (Constant), Family Broken home

b. Dependent Variable : Behavior Social Students Yang Deviated

Source: *Data processed 2024*

From the coefficient test of termination, it explains that the learning media variable at MI Tanjung Pura produces an R square of 0.699 . It can be concluded that the independent variable has an effect of 69.9%. The rest is influenced by other factors.

Discussion

Based on the results of the analysis of research data conducted, it can be seen that there is a significant influence between learning media variables on learning interest at MI Tanjung Pura.

Various learning media will increase interest in learning and can improve student learning outcomes. Conversely, if the learning media is monotonous and boring and the interest in learning is low, it will make students indifferent in learning. The results of this study indicate that media and students' interest in learning have a strong relationship and have a very strong influence on student learning outcomes at MI Tanjung Pura.



This is in accordance with previous research by (Elza Zairima, Rustam Rustam, 2024) entitled Application of Cartoon Film Media in Indonesian Language Subjects at Patria Al-Ittihadiyah Private Elementary School Percut Sei Tuan Deli Serdang. The results found that the presence of cartoon film media made students more interested in studying harder. Meanwhile, in the study (Wandini et al., 2022) entitled Development of Thematic Learning Media Based on Serial Comics on the Reading Interests of Class IV Students at Min Kota Medan. The results found that thematic media techniques based on serial comics were able to influence students' learning interests. So it can be said that learning media can influence students' learning interests.

Interest is basically a special attention. Students who are interested in a subject will have high attention and their interest will function as a strong motivator to be actively involved in teaching and learning activities. (Mudjito, 2018) . Based on this opinion, interest can be interpreted as a person's interest in paying attention or being actively involved in learning activities (Zahrotul Azkiyah, Ari Kartiko, 2020) . Teachers must always try to arouse students' interest so that learning is fun and that students can achieve good results (Nisa, 2015) . There are several factors related to interest in students' learning.

According to Taufani, there are three factors underlying the emergence of interest, namely (Ludfia, 2015) Internal motivation factors arise from within themselves. Factors from within students include intelligence, learning strategies, motivation, learning interests and so on. As much as possible, teachers must bring out motivation from within students during learning with the interests or needs of students.

According to Sudaryono, to find out how much interest students have in learning can be measured through likes, interests, attention, and involvement. Likes are seen from students' enthusiasm in following lessons. Interest can be calculated from a person's response to responding to something. Attention can be measured from whether someone is serious during the learning process. Attention arises driven by curiosity. Attention is the concentration of psychic energy, thoughts, and feelings on an object. Students who have an interest in an object will tend to pay greater attention to the material they are studying. The more focused a person's attention is on the lesson, the better the learning process, and the better the results will be.

Based on the description above, teachers must always try to keep students' attention focused on the lesson. Teachers' efforts to grow and improve students' attention to the lesson can be done in various ways, namely following lessons with students' experiences, needs, ideals, talents or interests. Thus, students will be interested in learning well and trying to get good learning outcomes. To attract students' attention by creating a variety of learning situations, for example, teachers use fun learning. Learning with full attention to the lessons being studied, the learning process and results will be better.



Therefore, this curiosity needs to be stimulated, so that students will pay attention and this attention will be maintained during learning and even longer. Students' interest will be maintained if they consider what is being learned to meet personal needs or is useful and in accordance with the values they hold. Feeling competent or capable is a potential to be able to interact positively with the environment. Next is involvement. Involvement, namely the willingness, tenacity, and hard work that is seen through students, shows that the student is involved in learning, where students always study harder and try to find new things related to the lessons given by teachers at school. Student involvement can be seen from the activeness of students during the learning process, for example asking questions, answering questions, and daring to appear when asked by the teacher.

Interest can produce perseverance and bring success and then the successful experience will motivate students to do the next task. Success in achieving goals will produce satisfaction, and will be interested in continuing to try to achieve similar goals. Satisfaction because of achieving goals is influenced by the consequences received, both from within and from outside the student. Strategies to increase satisfaction, use verbal praise and informative feedback so that students feel happy. Give students the opportunity to use or practice newly learned knowledge, then ask students who have mastered a skill or knowledge to help their friends who have not succeeded.

CONCLUSION

The results of this study indicate that media and students' learning interests significantly influence the learning outcomes of students in grades 1 to 6 at MI Tanjung Pura. The magnitude of the influence of media and learning interests on student learning outcomes is 0.699, which means that media and learning interests influence learning outcomes by 69.9%, while the rest is influenced by other factors not discussed in the study.

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