
**ANALYSIS OF STUDENTS' LEARNING INTEREST IN DIGITAL MEDIA-
BASED LEARNING****Berkat Harapan Zega^{1*}, Dichi Akbar Wahyudi²**^{1,2}Universitas Battuta, Jl. Sekip Simpang Jalan Sikambing Medan, Indonesia
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ABSTRACT

Keywords: : Learning Interest, Digital Learning Media, Elementary School

This study aims to analyze the level of learning interest of elementary school students in learning activities that utilize digital learning media. The urgency of this study is based on the continued prevalence of conventional teaching practices that are less varied and have not optimally fostered students' learning interest. This research employed a quantitative approach with a descriptive research design. The participants consisted of 30 elementary school students who engaged in learning activities supported by digital media. The research instrument was a learning interest questionnaire comprising 20 statement items measured using a four-point Likert scale, which was developed based on five indicators, namely attention, interest, enjoyment, engagement, and learning motivation. The reliability test of the instrument yielded a Cronbach's Alpha coefficient of 0.978, indicating very high reliability. Data were analyzed using descriptive statistical techniques through the calculation of mean scores and percentages for each indicator. The results showed that the overall level of students' learning interest was classified as high, with a mean score of 3.14 or equivalent to 78.6%. The indicators of attention, interest, enjoyment, and learning motivation were categorized as high, while the indicator of student engagement was categorized as moderate. In conclusion, the use of digital learning media is effective in enhancing students' learning interest; however, it needs to be integrated with interactive and participatory learning strategies to optimally increase students' active engagement in the learning process.

Abstrak

Penelitian ini bertujuan untuk menganalisis tingkat minat belajar siswa sekolah dasar dalam kegiatan pembelajaran yang memanfaatkan media pembelajaran digital. Urgensi penelitian ini didasarkan pada masih banyaknya praktik pembelajaran konvensional yang kurang variatif dan belum mampu mengoptimalkan minat belajar siswa. Penelitian

menggunakan pendekatan kuantitatif dengan desain deskriptif. Subjek penelitian terdiri atas 30 siswa sekolah dasar yang mengikuti pembelajaran dengan dukungan media digital. Instrumen penelitian berupa angket minat belajar yang terdiri dari 20 butir pernyataan menggunakan skala Likert empat tingkat, yang dikembangkan berdasarkan lima indikator, yaitu perhatian, ketertarikan, rasa senang, keterlibatan, dan motivasi belajar. Uji reliabilitas instrumen menunjukkan nilai Cronbach's Alpha sebesar 0,978 yang mengindikasikan reliabilitas sangat tinggi. Analisis data dilakukan menggunakan statistik deskriptif melalui perhitungan nilai rata-rata dan persentase pada setiap indikator. Hasil penelitian menunjukkan bahwa tingkat minat belajar siswa secara keseluruhan berada pada kategori tinggi dengan nilai rata-rata sebesar 3,14 atau setara dengan 78,6%. Indikator perhatian, ketertarikan, rasa senang, dan motivasi belajar berada pada kategori tinggi, sedangkan indikator keterlibatan siswa berada pada kategori sedang. Kesimpulan penelitian ini menunjukkan bahwa penggunaan media pembelajaran digital efektif dalam meningkatkan minat belajar siswa, namun perlu diintegrasikan dengan strategi pembelajaran interaktif dan partisipatif untuk meningkatkan keterlibatan aktif siswa secara optimal dalam proses pembelajaran.

Kata kunci: Minat Belajar, Media Pembelajaran Digital, Sekolah Dasar

INTRODUCTION

The rapid development of digital technology has brought significant changes to various aspects of life, including education. Digital transformation requires the education sector to adapt quickly so that learning processes remain relevant, contextual, and effective in line with the times and the increasingly dynamic characteristics of students. In elementary schools, learning plays a strategic role in forming the foundation of students' knowledge, skills, and attitudes. However, conventional learning practices that are still dominant—such as lecture-based methods and reliance on textbooks—often fail to accommodate diverse learning needs and are less effective in attracting students' learning interest, as reflected in low attention, engagement, and enthusiasm during the learning process.

Learning interest is one of the affective factors that plays a crucial role in determining the success of the teaching and learning process. Students with high learning interest tend to be more actively involved, have better focus, and demonstrate strong learning motivation. Conversely, low learning interest leads to low participation, suboptimal achievement of learning objectives, and limited student engagement. Therefore, teachers are required to design learning activities that are interesting, meaningful, and enjoyable in order to foster and enhance students' learning interest.

The utilization of digital learning media has become a strategic alternative to address these challenges. Digital learning media—including instructional videos,

animations, interactive presentations, and technology-based applications—have the potential to present learning materials in a multimodal manner through a combination of text, visuals, audio, and animations, thereby increasing the attractiveness of learning and encouraging active student engagement. Digital media are believed to facilitate conceptual understanding and promote more active participation in the learning process.

Various empirical studies have reinforced the role of digital media in elementary education. Nugroho et al. (2025) reported that the use of digital media such as interactive videos and educational games increased students' participation, enthusiasm, and learning outcomes, as indicated by higher levels of student engagement during the learning process. Khasyia et al. (2024) emphasized that digital media in Social Studies learning were able to connect learning materials with students' real-life contexts, thereby significantly increasing students' interest and engagement. In addition, Raharjo et al. (previous research findings) showed that the use of PowerPoint and interactive videos not only enhanced students' learning interest but also had a positive impact on learning outcomes, as students became more active and focused during instruction.

Research by Fitria and Nuroh (2025) reported a positive relationship between the use of digital learning media and the improvement of students' learning interest in Indonesian language learning, while also contributing to the development of students' digital literacy as an essential competence in twenty-first century education. Similarly, Syafitri et al. (2025), in a literature analysis, found that interactive applications, multimedia, and digital learning platforms were effective in increasing elementary students' focus, engagement, and learning motivation.

Other literature reviews also indicate that digital learning media play an important role in creating an engaging, enjoyable, and participatory learning environment for elementary school students. For example, a study by Rusdi et al. (2025) showed that digital media were able to increase students' learning motivation because the learning process became more interactive and less monotonous, leading to high student enthusiasm. In addition, Putri et al. (2025) demonstrated that the use of digital media in learning could enhance students' enthusiasm and participation through more varied and easily accessible learning materials.

Nevertheless, the effectiveness of digital learning media is influenced by several factors, such as the readiness of technological infrastructure, teachers' skills in

integrating digital media into instruction, and the suitability of media to students' characteristics and learning objectives. Other research published in the *Indonesian Journal of Educational Research and Review* revealed that the utilization of digital media remains suboptimal due to teachers' limited technical skills and insufficient understanding of effective digital media use.

Based on the above description, digital learning media consistently show a positive relationship with the improvement of elementary students' learning interest, as reflected in increased attention, motivation, active engagement, and learning outcomes. However, most previous studies have focused on the general effects or effectiveness of digital media. Therefore, this study focuses on a quantitative descriptive analysis of elementary students' learning interest in learning activities that utilize digital media, with the aim of providing a clearer empirical description of the actual condition of students' learning interest in the context of digital-based learning.

RESEARCH METHODS

This study employed a quantitative approach with a descriptive design aimed at describing the level of elementary school students' learning interest in learning activities using digital media. The research was conducted at one elementary school with 30 students as the research subjects. The sampling technique used was total sampling, in which all students were included as research respondents. The research variable was students' learning interest in learning activities using digital media. Learning interest was measured based on the indicators of attention, interest, engagement, enjoyment, and learning motivation.

The research instrument was a students' learning interest questionnaire developed based on these indicators using a four-point Likert scale (1–4). The instrument was validated through content validation by experts and tested for reliability prior to use. Data collection was carried out by distributing the questionnaire to students after learning activities using digital media. The data were analyzed descriptively using quantitative techniques by calculating scores, means, and percentages for each indicator, which were then categorized into very high, high, moderate, and low criteria.

RESULTS AND DISCUSSION

This study involved 30 elementary school students as respondents. The research instrument was a learning interest questionnaire consisting of 20 statement items using a four-point Likert scale (1 = strongly disagree to 4 = strongly agree). Prior to data analysis, the instrument was first tested for reliability to ensure internal consistency among the items.

Table 1. Reliability Test Results of the Learning Interest Instrument

No	Variable	Number of Items	Cronbach's Alpha	Reliability Criteria
1	Learning Interest	20	0.978	Very Reliable

The reliability test using Cronbach's Alpha coefficient yielded a value of 0.978, which is far above the minimum threshold of 0.70. This indicates that the instrument has a very high level of reliability and is appropriate for measuring students' learning interest in the context of digital media-based learning.

Table 2. Descriptive Statistics of Students' Learning Interest

Statistics	Value
Number of Respondents	30
Minimum Score	1.95
Maximum Score	3.85
Mean	3.14
Percentage	78.6%
Category	High

Descriptive statistical analysis showed that the overall mean score of students' learning interest was 3.14 out of a maximum scale of 4, equivalent to 78.6%, which falls into the high category. This finding indicates that, in general, students demonstrate a positive learning interest toward learning activities that utilize digital media. The result suggests that digital media have significant potential to create engaging, enjoyable, and meaningful learning experiences for elementary school students.

Table 3. Mean Scores of Students' Learning Interest Based on Indicators

No	Learning Interest Indicator	Mean	Percentage	Category
1	Attention	3.34	83.54%	High
2	Enjoyment	3.23	80.63%	High
3	Interest	3.20	80.00%	High
4	Learning Motivation	3.16	78.96%	High
5	Engagement	2.79	69.79%	Moderate

When analyzed based on indicators, the attention indicator obtained the highest mean score of 3.34 (83.54%), followed by enjoyment at 3.23 (80.63%), interest at 3.20 (80.00%), and learning motivation at 3.16 (78.96%), all of which fall into the high category. In contrast, the engagement indicator obtained the lowest mean score of 2.79 (69.79%) and was categorized as moderate. This pattern indicates that digital media are effective in attracting students' attention, fostering interest, building positive feelings toward learning, and maintaining learning motivation. However, students' active engagement in the learning process has not yet developed optimally.

The high score on the attention indicator indicates that digital media have strong visual and multimodal appeal, enabling students to focus their attention on learning materials. Dynamic visual displays, animations, illustrations, and varied information presentation allow students to concentrate more easily compared to conventional learning, which tends to be verbalistic and monotonous. This finding confirms the role of digital media as effective pedagogical stimuli in enhancing the attentional dimension of the learning process.

The high category of the interest and enjoyment indicators suggests that students not only pay attention but also experience positive affect toward the learning process. Positive affect is important because it serves as a prerequisite for deeper cognitive engagement. When students feel happy and interested, they tend to be more receptive to learning materials and more mentally prepared to participate in learning activities.

Nevertheless, the engagement indicator was categorized as moderate, indicating a gap between affective interest and active student participation. This finding suggests that interest in digital media does not automatically encourage students to actively engage in cognitive and social activities, such as asking questions, expressing opinions,

or discussing with peers. This implies that digital media, although important, are not the sole determinant of student engagement.

Student engagement is strongly influenced by pedagogical design and the instructional strategies implemented by teachers. If digital media are used merely as tools for information delivery without being integrated into interactive activities, students tend to become passive recipients rather than active subjects in the learning process. Therefore, the relatively low engagement observed in this study can be understood as a reflection of instructional practices that have not yet fully oriented toward active student participation.

The learning motivation indicator, which falls into the high category, indicates that digital media are able to encourage students to remain involved in learning and complete assigned tasks. However, this motivation appears to be situational and highly influenced by external stimuli in the form of attractive media displays. To develop stronger and more sustainable intrinsic motivation, instructional strategies that provide opportunities for students to explore, reflect, and actively participate in the learning process are required.

Overall, the results of this study confirm that digital media contribute significantly to enhancing students' learning interest, particularly in the dimensions of attention, interest, enjoyment, and motivation. However, in order for this potential to be optimally realized in the dimension of active student engagement, the use of digital media should be combined with participatory, collaborative, and problem-oriented learning strategies, such as problem-based learning, group discussions, collaborative projects, and interactive quizzes. Thus, digital media should be positioned not merely as visual aids but as an integral part of instructional design oriented toward active engagement and meaningful learning.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the use of digital learning media has a positive effect on elementary school students' learning interest, which is categorized as high, as reflected by the mean score of 3.14 or 78.6%. Students demonstrate strong attention, enjoyment, interest, and motivation during learning activities supported by digital media, indicating that visual, audio, and

interactive features effectively create an engaging and enjoyable learning environment. However, student engagement remains at a moderate level, suggesting that high affective interest has not been fully translated into active participation and is still influenced by instructional design and teaching strategies. Therefore, although digital media contribute significantly to increasing learning interest, their effectiveness can be optimized when integrated with interactive and participatory approaches such as discussions, problem-based learning, and collaborative activities to promote more meaningful and active learning experiences.

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