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Analysis of the Use of Interactive Learning Media on Student Learning Motivation

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ABSTRACT
Limited technological infrastructure, suboptimal teacher skills, and the dominance of conventional learning methods continue to hamper the implementation of interactive educational resources in elementary schools. This study aims to analyze the effect of interactive media on student learning motivation. The method is a qualitative case study of two teachers in grades 4 and 5. Data were obtained through observation, interviews, and documentation, then analyzed using the Miles & Huberman model, which includes data reduction, data presentation, and conclusion. The results show that interactive media can increase student engagement, enthusiasm, and understanding of the material, while also facilitating teachers in delivering learning and creating a more enjoyable and collaborative classroom atmosphere. The implications of this study emphasize the importance of improving teachers' competence and the availability of technological facilities so that the use of interactive media can operate optimally to enhance the quality of learning in elementary schools.

INTRODUCTION

For the success of the learning process, motivation is crucial. Lestari (2020) describes motivation as a driving force within students that influences their learning activities, provides direction, and ensures that learning takes place and is successful. Those who are motivated will be more active, enthusiastic, and take initiative when learning. Conversely, students who lack motivation can become passive, bored, and struggle to achieve optimal learning outcomes. Therefore, efforts must be made to increase students' desire to learn. Regulation of the Minister of Education and Culture Number 65 of 2013 concerning standards for elementary and secondary education processes stipulates that the learning process must be conducted interactively, inspiringly, enjoyably, and challengingly, motivating students to participate actively, and providing sufficient space for creativity, independence, and initiative. Therefore, every educational institution plans and evaluates the learning process to improve student efficiency and effectiveness.

Learning motivation is defined as a force or drive originating from within (intrinsic) and outside (extrinsic) individuals that drives them to undertake learning activities to achieve specific goals, such as acquiring knowledge, skills, or achievements (Suhardani, 2024). In the learning process, this motivation is the energy that transforms a person's desires into actions (Arianti, 2018). With high learning motivation, children's learning outcomes and academic achievement improve. Children with a strong learning drive tend to achieve better grades and participate more actively in lessons (Sanbein, 2025). A supportive family environment and a good relationship between parents and children can also positively affect children's achievement. Learning motivation, on the other hand, can help children raised in low socioeconomic families achieve despite facing obstacles (Chen, 2018).

High learning motivation enhances the positive effects of interactive educational media on

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children. Interactive media, such as educational games, videos, and multimedia, significantly increase students' desire to learn and engagement (Rahayu, 2022). When children's desire to learn increases, they participate more actively, are more interested, and understand the material more easily. To adapt to rapid technological evolution, education in the digital age faces challenges. Technology is crucial for improving education, including through interactive media. Because it actively involves users, it enhances various aspects of learning, especially students' motivation to learn. According to Ki Hadjar Dewantara, the basis of children's education is related to the nature of nature and the times. The nature of nature refers to the "nature" and "form" of a child's environment.

In contrast, the nature of time refers to the "content" and "rhythm" of a child's environment (Nurahayu, Aryadi & Ariani, 2023:19). In the world of education, teaching aids referred to as learning media are ubiquitous. The learning media used are sometimes monotonous and uninteresting. By using mobile phones, laptops, or computers, learning today appears more interactive and communicative.

Many educational institutions still use a conventional approach, known as one-way lectures. This method disengages students from the lesson and makes them passive. This situation suggests that learning media and methods must be more engaging and interactive, according to Damanyanti (2020). Conventional learning often does not allow students to participate, interact, or receive direct feedback. As a result, this hinders students' interest and commitment to learning (Ariaty, 2025). The use of interactive media in learning is made possible by advances in information technology. However, if not used properly, the potential for increased learning efficiency and motivation will be lost (Baharudin, 2024). Interactive multimedia-based learning is better able to meet students' diverse learning needs, given their different learning styles (visual, auditory, and kinesthetic) (Ali, 2025).

Previous studies have shown that the use of interactive media increases students' desire to learn. Interactive media can encourage independent analysis and learning and increase student engagement in lessons (Wulandari, 2020; Harsiwi & Arini, 2020). This has also been proven by research conducted by Amalia et al. (2024). The qualitative analysis in this study showed that students who engaged with interactive media were more likely to be involved and motivated in the learning process. Digital media can increase learning motivation among elementary school students, especially in elementary education, by aligning with students' interests and learning styles. Based on this background, this study aims to investigate how the use of interactive media impacts students' desire to learn in elementary school. It is also hoped that this research will provide information on how educators can better use interactive media.

Previous research has also addressed various aspects of technology use in education. This includes how well interactive learning works. Interactive media can improve students' understanding and retention of subject matter, according to research conducted by Hakim and Windayana (2016). This supports the findings of Chen et al. (2019), who found that students who use interactive media are more engaged in learning than those who use conventional learning methods (Harsiwi & Arini, 2020). Although still limited, elementary schools in Indonesia are beginning to use interactive media. A study (Munir & Su'ada, 2024) found that several barriers hindering the use of this media include inequality in response to changes in learning methods and a lack of technological infrastructure.

The teacher-centered learning approach is still used in many educational institutions, leading students not to actively participate in the learning process (Zurianti, 2024). Conventional learning, still widely used in schools, makes students passive, disengaged, and unmotivated to learn. This is because the lecture method does not allow for interaction, feedback, or engaging learning. Although advances in information technology enable the use of interactive media to improve learning quality, this opportunity has not been fully realized. Interactive media is crucial because it accommodates various learning styles—visual, auditory, and kinesthetic—and provides a more varied and motivating learning experience. However, studies suggest that interactive media can increase student interest, motivation, comprehension, and retention. Therefore, further research on the use of interactive media to improve students' understanding of what they are learning is still needed.

Interactive learning methods are more engaging than conventional learning methods. This media is considered interactive because it is designed to elicit user responses (Setyowati et al., 2020). Interactive learning materials are defined as a set of materials systematically designed by combining text, images, audio, and video elements, allowing students to interact directly with the material and control the learning process as needed (Prastowo, 2011). In this interaction, students are connected to

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the media in a two-way manner, and the teacher helps them become more active in the learning process. Interactive learning can increase students' desire to learn by directly engaging them and providing a more engaging learning experience (Yulando, Sutopo, & Franklin, 2019). Interactive learning media consists of hardware and software that enable the delivery of constantly changing, responsive material and immediate feedback, thereby enhancing active student participation (Sungkono & Rahmawati, 2017). Interactive media can stimulate students' senses and make learning more enjoyable with animation, video, sound, and simulations. They also enable students to learn independently. This can provide learning that increases students' confidence and increases their desire to learn.

Teachers often lack confidence and are inadequately trained in technology, resulting in slow digital integration (Pradana, 2024). Elementary schools in rural areas are struggling to keep pace with technological advances in education. To carry out the learning process, most teachers still use conventional approaches, such as assignments, lectures, and limited use of print media. Interactive technology-based learning, such as digital applications, interactive simulations, and videos, is still rarely used in the classroom. Limited supporting facilities, such as projectors, computers, and a stable internet connection, are among the causes. Furthermore, not all teachers have the skills and confidence to operate technology-based media. Some teachers also feel that using interactive media requires additional time in planning and implementation, so they prefer familiar teaching methods.

Nearly all students from elementary school to university use smartphones and tablets for various purposes, such as communication, learning, and entertainment, according to studies across countries (Vasques, 2018). As a generation growing up in the digital age, students commonly use devices like cell phones and tablets outside of school. They have not had many direct learning experiences involving technology in the classroom. This results in a lack of enthusiasm, inactivity, and rapid boredom during lessons. Initial observations indicate that students have low learning motivation, as evidenced by delays in completing assignments, limited participation in class discussions, and a reluctance to ask questions.

Furthermore, teachers reported that when digital-based educational videos or games were incorporated into the learning process, students appeared more enthusiastic, even though their use was not structured. Because of this situation, innovation in learning is needed. The purpose of this study was to determine the extent to which the use of interactive learning media influences students' desire to learn at Nyaen 2 Public Elementary School and to identify supporting and inhibiting factors for its implementation. Interactive learning media must also be appropriate to the era's characteristics and students' learning interests.

Interactive learning can increase student motivation and engagement at various levels of education (Rahayu & Luswati, 2022; Hakimi & Anam, 2020). However, most of these studies focus solely on the motivational aspect without addressing the actual implementation conditions in schools with limited technological resources (Putra & Ridwan, 2022). Some studies were even conducted in specific subject areas or non-formal education contexts, so the results cannot be applied evenly to elementary school learning, particularly in rural areas (Asyamsi et al., 2025; Purnomo et al., 2023). Furthermore, there is still little research investigating the relationship between interactive media use and teacher readiness, particularly in the increasingly dominant digital-native environment of today's education. This study focuses on a comprehensive analysis of the influence of interactive media on elementary school students' learning motivation in areas with limited technological infrastructure. This study also attempts to identify supporting factors, barriers to implementation, and how interactive media can help teachers and students interact with each other in the learning process. As a result, this study not only confirms the findings of previous studies, but also provides a new, more contextual and relevant perspective on efforts to transform learning into the digital era.

This study will examine how the use of interactive media impacts students' motivation to learn in elementary schools. It will also investigate the effectiveness of these media, as well as the challenges and opportunities teachers face when using them. Consequently, it is hoped that this will contribute to the Development of better teaching techniques.

METHODS

This study used a qualitative case study approach. The case study allowed researchers to study the experiences of teachers and students in a natural setting to gain a better understanding of the context,

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as the research aimed to comprehensively understand how interactive learning media is used and how it impacts students' desire to learn in a real school. Observations of student learning behavior and interviews with teachers served as the primary data sources for this study.

The research location was Nyaen 2 Public Elementary School, located in Sleman District, Sleman Regency. Interviews, documentation, and observation were used to collect research data. The informants for this research were two teachers at the school who teach in grades 4 and 5. These teachers were chosen because they have directly used interactive learning media and can provide an in-depth understanding of how to use it. Furthermore, the author chose eight fourth-grade students as the subjects of this research.

The data collection methods included active participation, notes taken during the research process, and semi-structured interviews, in which respondents were given written questionnaires. Relevant data were grouped into key themes derived from teachers' and students' experiences using interactive learning media. To facilitate understanding, the data were presented in a systematic narrative. The Miles & Huberman model was used to analyze the data. This method involves data reduction, which collects important data and organizes it by themes (motivation, interaction, barriers). Next, the data is presented in narrative form, tables, and descriptions of the results. To increase data credibility, conclusions were drawn and verified through source triangulation (teacher-student) and member checking. To reach conclusions, data triangulation and member checking were used to verify the findings. Consequently, this analysis provides an in-depth overview of interactive media use practices and their impact on Indonesian language learning in the elementary schools studied

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RESULTS AND DISCUSSION

Based on data analysis, interactive media increases students' engagement and enthusiasm in learning, helps teachers deliver material, and makes classes more fun and collaborative. The results of observations, interviews, and documentation are as follows.

Making it Easier for Teachers to Deliver Material

From the observation results, Gr 1 stated,

"I feel like I enjoy the teaching process more. With media such as laptops, infocus, and LCD screens, the material is easier to convey. I can explain things that are not around the classroom by showing pictures or videos."

Meanwhile, Gr 2 confirmed that

"Learning activities have also become more fun. We often hold quizzes with small prizes. Students are more active and seem enthusiastic about participating in learning."

This indicates that the two teachers enjoyed learning through interactive media. Laptops, Infocus cameras, speakers, and LCD screens were the tools used. The instructors delivered instructions enthusiastically. By showing images or videos on the screen, they could easily explain objects that were not present. Meanwhile, PowerPoint, Canva, live assignments, Kahoot, word walls, and YouTube were used as media. Observations showed that the teachers found it easier to convey the material. Learning activities became more enjoyable with quizzes and prizes for the winners. Students appeared more enthusiastic and eager to understand what the teachers were conveying.

Increasing Student Engagement and Enthusiasm

According to interview findings, one teacher stated that Canva and YouTube were the most frequently used media. Canva was chosen for its ease of use and practicality. Furthermore, Canva's cute, engaging design makes the presentation of the material very pleasing to students' eyes. The teacher's statement is as follows.

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"Canva is an application that is very practical and easy to use and has complete features."

The teacher uses interactive media about once or twice a week. Besides Canva, YouTube is also widely used for its extensive learning resources. The teacher stated bellow

"With YouTube, I can show material about objects that are not around here, so that students can see what they look like."

Teachers also integrate learning with gaming applications such as Kahoot, Live Worksheet, Wordwall, and others. One teacher said

"I often use liveworksheets for homework assignments because they offer a wide variety of problem-solving options. Furthermore, they're easy for students to use on their mobile phones."

Interactive media can increase student engagement in learning. Here is a statement from one teacher:

" Interactive media helps students become more engaged in learning. They become more active in asking questions and discussing."

In an interview, one teacher stated that interactive media plays a crucial role in increasing student engagement in lessons. She stated that interactive media, such as presentations, videos, or learning apps, make students more engaged and enthusiastic during the learning process. These media not only enhance learning but also foster a fun, positive classroom atmosphere, making students feel more involved. Furthermore, educators report that the use of interactive media encourages students to be more active in asking questions and speaking. With engaging media, students feel more comfortable expressing their opinions and exchanging ideas, and they are more engaged in learning the subject matter. This allows students and teachers to interact and collaborate effectively. This positively impacts students' understanding of the material and increases their desire to learn. Another teacher added.

"I've seen students become more enthusiastic and motivated in their learning. They understand and remember material more easily when presented with visual and interactive displays."

"By using interactive media, I can present poetry and story texts in a more engaging way. Students become more focused and pay attention."

This interview showed that students more easily understand information from teachers when the material is presented in a visual, interactive format. There was a visible increase in student motivation to learn. According to him, when information is presented visually, such as through images, graphs, or videos, students more easily remember and absorb the material presented by the teacher. Interactive media also encourages students to participate in the learning process actively, making lessons more engaging and memorable. This results in better, more effective student understanding of complex concepts than traditional approaches do.

According to another teacher, interactive media allows teachers to present stories and texts more engagingly. When stories or texts are delivered through interactive presentations and games, students become more engaged and focused on the material being taught. This helps students stay focused during learning and reduces distractions. According to the teacher, this technique results in greater intellectual and emotional engagement. Students receive an incentive to continue learning and contribute significantly to improving classroom learning quality.

More Fun and Collaborative Learning

Interviews with students revealed that interactive media can motivate students during learning activities. This is certainly very positive for improving the quality of their learning. Students appeared enthusiastic when listening to the lesson material. They were also able to visualize and imagine, resulting

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in unexpected ideas. They appeared enthusiastic in the teaching and learning activities. Students stated that:

> *"Learning becomes more fun. Of course, this shows an increase in learning motivation in students."*

This is reinforced by the teacher's statement, which reveals tha

> *"I see students become very enthusiastic when teachers use interactive learning media. Their focus and attention increase. They absorb and grasp the material more easily. They are more enthusiastic."*

This discussion confirms that the use of interactive media increases students' focus, attention, and ability to absorb learning materials. Students can also actively participate in quizzes given by the teacher. The teacher said that

> *"Students can compete healthily and immediately see the results on the screen when playing the Kahoot game."*

When teachers assign work and play games using interactive media, they often see students' enthusiasm. This not only makes lessons easier to understand but also encourages students to be more active and creative in their learning. After gaining imagination, they can actively engage in conversation with their peers. Learning with interactive media can be more effective. Students feel entertained while learning when using these media. This fun learning experience increases student engagement and enhances their understanding of the material through educational games, interactive quizzes, or simulations.

The results show that the use of interactive media significantly assists teachers in delivering learning materials. "I feel like I enjoy the teaching process more," said Group 1. This statement reinforces this. Material is easier to convey with media such as laptops, Infocus, and LCD screens. By showing images or videos, I can explain material that is not related to the class. This statement demonstrates that technology can provide visual representations that cannot be delivered directly in the classroom. Visualizations, such as images and videos, make material more concrete, making it easier for teachers to explain what was previously difficult to convey verbally.

Furthermore, Group 2 corroborated these findings by stating, "Learning activities have also become more enjoyable. We often hold quizzes with small prizes. Students are more active and appear enthusiastic about participating in the learning process." The implementation of interactive quizzes and small prizes provides additional stimulus, increasing student enthusiasm. The use of interactive media such as PowerPoint, Canva, Live Worksheet, Kahoot, Wordwall, and YouTube makes learning more varied and less monotonous, providing a fun learning experience for students. This aligns with Arsyad's (2019) findings, which show that visual and interactive media can increase student attention and make learning easier.

Furthermore, the research results showed that the two teachers appeared to enjoy using digital media in their teaching. The use of devices such as laptops, Infocus cameras, speakers, and LCD screens accelerated the learning process. Activities such as interactive quizzes and small prizes for winners made the learning process more lively. Students were more engaged in learning as a result. They appeared to understand the teacher's instruction more easily, especially when the material was presented as images, videos, or animations.

This research aligns with Sari & Kurniawan's (2020) study, which found that interactive media can improve students' understanding of concepts and create a more active classroom atmosphere. Furthermore, Wahyudi's (2018) study found that technology-based media can increase student participation and understanding of ideas through visual representations and interactive activities. Thus, the results of this study reinforce the idea that the use of interactive media enhances learning quality for both teachers and students. Interactive media not only helps teachers deliver lessons but can also make classes more enjoyable, inspiring, and easier for students to understand. These findings are consistent with previous research showing that interactive media promotes better learning.

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The research results show that the use of interactive media such as Canva, YouTube, Liveworksheet, Wordwall, and Kahoot is crucial for increasing student participation in class. Teachers choose media like Canva because they are engaging and practical, making it easier for students to focus on the lesson. These results align with research by Rahmawati and Abdullah (2020), who found that attractive and engaging design can increase students' attention and enthusiasm for learning by enhancing both cognitive and affective aspects.

Furthermore, using YouTube as a learning resource allows teachers to present material that is not readily available locally. Access to visual content, such as moving images and animations, makes abstract concepts more concrete. Research by Suryani (2018) shows that learning videos can improve student comprehension because visual presentations of information are easier to process and remember. This supports research findings that students grasp material more quickly when presented through interactive video-based media.

Furthermore, it has been proven that incorporating game-based learning media such as Kahoot, Wordwall, and Liveworksheet increases student active participation. These applications allow students to learn competitively and collaboratively, creating a more lively and enjoyable classroom atmosphere. Because interactive games provide a more engaging, varied, and challenge-based learning experience, a study by Hidayat and Prasetyo (2021) found that they can increase students' desire to learn.

Furthermore, the research findings show that interactive media encourages students to ask questions, speak, and share opinions. This demonstrates communication between students and interactions between educators and students. These findings align with Maryani's (2022) research, which found that interactive media can increase students' social engagement by allowing them to collaborate and share ideas during learning. Students have the opportunity to participate actively rather than simply receive information, making learning more meaningful.

Furthermore, the use of visual and interactive media has been shown to help students understand material more effectively. Students remember material more easily when presented through images, graphics, or animations. Research by Sari and Kurniawan (2020) found that visual-based media can improve students' memory retention and concentration, leading to more effective learning. This research reinforces the idea that interactive media not only increases student motivation but also improves the quality of their understanding.

Overall, the research results show that learning becomes more enjoyable, and interactive media improves students' social, cognitive, and emotional Development. They increase student engagement and enthusiasm, making learning more effective and increasing their overall motivation to learn. Therefore, the use of interactive media is one of the best ways to improve overall learning motivation.

Research shows that interactive media is crucial for making classes more enjoyable and increasing student engagement. Field findings indicate that students are more enthusiastic and engaged in learning using visual and interactive media. Media such as animations, images, and videos help students visualize the concepts being studied, making the learning process more engaging. This is supported by Supriadi's (2020) research, which found that interactive media can foster students' curiosity and increase their interest in the material.

Interactive media has been proven to improve students' attention and focus, and to make learning more enjoyable. When learning is presented with engaging visuals, students are more likely to absorb and understand the information. According to research conducted by Yuliana and Hakim (2021), visual and audiovisual-based media can accelerate information absorption and reduce distractions during the learning process. Therefore, the use of interactive media improves student comprehension and increases their motivation.

This study also shows that interactive media encourages students to be more active in their learning. They can compete healthily with digital quizzes, games, and interactive problems. These activities allow students to interact with one another and foster a collaborative classroom dynamic. According to research conducted by Rahmadani and Firdaus (2019), game-based learning can improve students' creativity, problem-solving skills, and engagement in group discussions. Your study shows that students are more active and creative in interactive media-based learning activities; this finding is highly relevant.

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Interactive media combines entertainment with academic processes, making the learning experience more meaningful. Using educational games, simulations, or interactive quizzes makes learning less boring. A study by Kartikasari (2020) found that enjoyable learning experiences can increase students' desire to learn and help them better understand topics. Therefore, interactive media-based learning can balance achieving learning objectives with enjoyment.

Overall, research findings indicate that interactive media not only makes learning more enjoyable but also increases student interaction, collaboration, and motivation to learn. These media are crucial for creating a dynamic and conducive learning environment, encouraging students to be active, creative, and emotionally and intellectually engaged.

CONCLUSION

The use of interactive learning media not only increases student motivation but also improves teacher-student interaction patterns. Interactive media allows teachers to deliver lessons more engagingly and understandably, and students can interact directly with features such as choice buttons, interactive quizzes, simulations, and educational games. When educators use interactive media to ask questions and students answer them in real time, they can provide immediate feedback. In addition, teachers can directly see how students understand the lesson through the results displayed on the media screen, and then change explanations or provide reinforcement as needed. Meanwhile, students become more active because they not only listen but also participate in operating the media, discussing, and collaborating with friends to complete interactive tasks. Interactive media allows teachers to direct learning activities in a more varied way, while students engage in exploration, experimentation, and decision-making that are displayed visually. Thus, the learning process becomes more lively, collaborative, and meaningful because teacher-student interaction occurs continuously through interactive media.

These results are crucial for learning approaches in elementary schools. They demonstrate that teachers can use interactive media to increase motivation to learn and to create a compelling, enjoyable learning environment. However, this can only be achieved with strong support for the use of interactive media, including adequate teacher training and technological infrastructure. This will undoubtedly result in more efficient benefits. They hope to encourage more learning innovations and better educational practices to improve the quality of education.

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