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Analysis of Students Learning Interest in Social Studies Education Using Technology-Based Media

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Articles Information

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Abstrak

Penelitian ini menganalisis minat belajar siswa kelas IX SMP Negeri 15 IT Binjai terhadap pembelajaran IPS menggunakan media teknologi. Berdasarkan angket yang diberikan kepada 31 siswa, rata-rata minat belajar hanya mencapai 54%. Sebagian besar siswa merasa senang mengikuti pembelajaran dengan teknologi (62%) dan memiliki motivasi internal untuk berpartisipasi aktif (71%). Namun, perhatian terhadap materi dan ketertarikan masih rendah, masing-masing 55% dan 46%, sementara hanya 38% yang merasa puas dan percaya diri menggunakan teknologi dalam pembelajaran. Kurangnya fasilitas pendukung, seperti infokus dan komputer, menjadi kendala utama yang menghambat efektivitas pembelajaran berbasis teknologi. Teknologi berpotensi meningkatkan keterlibatan dan minat belajar, tetapi tanpa infrastruktur yang memadai, dampaknya terhadap kepercayaan diri dan hasil belajar siswa terbatas. Penelitian ini merekomendasikan peningkatan fasilitas teknologi di sekolah untuk mengoptimalkan pembelajaran berbasis teknologi.

Abstact

This study analyzes the learning interest of 9th-grade students at SMP Negeri 15 IT Binjai in social studies lessons using technology-based media. Based on questionnaires given to 31 students, the average interest level only reached 54%. Most students enjoyed learning with technology (62%) and had internal motivation to actively participate (71%). However, attention to the material and overall interest remained low at 55% and 46%, respectively, while only 38% felt satisfied and confident using technology in learning. The lack of supporting facilities, such as projectors and computers, was identified as a major barrier to the effectiveness of technology-based learning. Technology has the potential to enhance student engagement and interest, but without adequate infrastructure, its impact on confidence and learning outcomes is limited. This study recommends improving technological facilities in schools to optimize technology-based learning.

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INTRODUCTION

Education is a key element in shaping the quality of human resources in a country (Lestari & Nuryanti, 2022). However, the quality of education in Indonesia is still relatively low, especially in remote areas that often face limitations in access to adequate educational facilities. As an archipelagic nation, Indonesia faces serious challenges in terms of equitable development, including in the education sector. Significant differences in the quality of education between urban and rural areas have become an urgent issue (San Mikael Sinambela et al., 2024). Areas close to government and economic centers tend to have better educational facilities, while peripheral, rural, and border areas often lack adequate infrastructure and educational resources.

Amid these challenges, the development of information and communication technology (ICT) offers various new opportunities for the education sector. Technology has increasingly been used as a learning aid, from elementary to higher education. Innovations in the form of digital platforms, learning applications, and interactive media have enabled students to access information more quickly, easily, and flexibly (San Mikael Sinambela et al., 2024).

One interesting phenomenon is the change in students' preferences for learning media. Many students today prefer learning methods that involve the use of technological media such as computers, tablets, or smartphones compared to conventional methods that rely on printed books and oral explanations from teachers (Kusuma et al., 2023). This change raises fundamental questions about the factors influencing students' preferences for modern learning media.

According to William & Sawyer in (Ayu Ratna Juwita et al., 2024), information technology is defined as technology that integrates computers with high-speed communication channels, transmitting data, voice, and video. This definition shows that information technology fundamentally consists of two main components: computer technology and communication technology. Furthermore, technology can also serve as a tool or medium that expands our horizons beyond the limitations of space and time. Technology positions humans as the main subjects in running their own technological systems. Miarso in the journal (Tekege, 2017) states that factors influencing or supporting the realization of quality learning processes in achieving educational goals include the use or utilization of information and communication technology in education and learning processes.

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According to Suparman in (Fathurrohman & Sutikno, 2009), media are tools that function to convey information and knowledge in an interaction taking place between the audience and the sender. According to Gagne in (Arief S. Sadiman, 2007), media are types of components used in the audience's environment to stimulate the audience's learning activities. Meanwhile, according to Briggs in Sadirman (Arief S. Sadiman, 2007), media are any tools or hardware that can convey a message or information that motivates the audience to engage in learning activities.

Interest, according to (Slameto, 2010), is a feeling of preference and attachment to something or an activity, without being prompted. In line with this, interest means a tendency and high enthusiasm or a strong desire for something (Flora Siagian, 2015). Interest is the main motivational tool that can ignite students' enthusiasm for learning within a certain time frame(Selvi Listyaningsih et al., 2023). Interest refers to the enjoyment or pleasure derived from self-activity (Sukada et al., 2013)

Learning interest does not grow on its own, especially not from birth. According to (Djaali, 2014)), interest is a strong tendency of the heart towards something. Interest does not arise alone; there are elements of need involved. Meanwhile, according to (Slameto, 2010), if students realize that learning is a tool to achieve certain goals they deem important, and if they see that the results of their learning experiences will lead to progress for themselves, they are likely to be interested in studying it. From these opinions, it can be concluded that to foster students' learning interest, they must be made aware that learning leads to progress for themselves.

According to (Karunia & Yudhanegara Mokhammad Ridwan, 2018), the indicators of learning interest are: 1) feeling happy, 2) interest in learning, 3) showing attention while learning, 4) involvement in learning. According to (Slameto, 2010), indicators of students' learning interest include feelings of happiness, attention, interest, satisfaction, attachment, and participation. Meanwhile, the indicators of learning interest according to (Darmadi, 2017) are 1) the presence of attention focus, feelings, and thoughts from subjects towards learning due to interest, 2) feelings of happiness towards learning, 3) the willingness and tendency of the subject to appear active in learning and to achieve the best results. Based on several indicators, it can be stated that learning interest encompasses: 1) enjoyment in participating in learning, 2) focus of attention and thoughts on the learning process, 3) strong interest in studying the material, 4) internal motivation to participate actively in learning, and 5) satisfaction from using media.

SMP Negeri 15 IT Binjai is one of the schools located in the Binjai city area, with relatively good access to information technology facilities. However, as in many schools in Indonesia, the use of technology in the learning process has not yet reached its full potential (Jaelani et al., 2020). Some students are already accustomed to using technological devices, both for entertainment and educational purposes, but there are still challenges in maximizing technology as a learning medium in the classroom.

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At this school, the use of technological media such as projectors, computers, and smartphones has been introduced to support learning. However, adaptation to modern learning media has not been uniform, either among students or teachers. Even though ICT facilities are available, there remains a gap in their utilization, especially in social studies (IPS) subjects, which more often employ conventional teaching methods. This phenomenon is interesting to study, considering that technology can be an important tool in enhancing students' interest and learning quality.

Therefore, an analysis will be conducted to examine students' interest levels in social studies learning using technological media in grade IX at SMP Negeri 15 IT. By analyzing students' learning interest, it is expected to determine how high the interest level is in social studies learning using technology as a medium, providing insights for evaluation and solutions to further enhance student engagement.

METHOD

The method used in this study is a survey. The survey method is considered appropriate because this research aims to collect factual information through the use of questionnaires. The research sample consists of 31 students from Class IX 2 at SMP Negeri 15 IT Kota Binjai. The data collection instrument is in the form of a rating scale questionnaire. The questionnaire is designed to measure the respondents' perceptions regarding learning interest, assessed through indicators of interest in learning, attention in learning, motivation for learning, and knowledge. The questionnaire comprises 10 questions.

The data collection techniques used in this research include questionnaires, observations, and a combination of both (Sugiyono, 2018). The data collection technique employed in this research is through questionnaires. According to Sugiyono (Sugiyono, 2018), a questionnaire is a data collection technique carried out by providing a set of written questions or statements to respondents for them to answer. The questionnaire is administered to students in one class, along with guidance regarding how to fill it out.

The data analysis technique in this study uses descriptive analysis, which does not employ hypotheses in its research steps, aiming only to describe a situation. After the necessary data has been collected, it is then analyzed. The steps taken in this research involve providing statements for each item in the questionnaire distributed to the students as respondents, with predetermined alternative answers and scores assigned according to the choices using a modified Likert scale. Then, all scores are summed and analyzed using statistical data. This analysis is intended to obtain an overview of the distribution of research results for each aspect and indicator measuring students' interest in learning social studies using technology media, with descriptive analysis used to explain the condition of the analyzed sample.

The data analysis used in this study is as follows: To calculate the average percentage of students' responses for each item statement, the formula is determined by:

$$\overline{P_T} = \frac{\sum \overline{P_1}}{n} x\ 100\%$$

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$\overline{P_1}$ = average percentage of student responses for the i-th item statement

f_i = frequency of student answer choices for the i-th item statement

P_i = percentage of student answer choices for the i-th item statement

n = number of students

To calculate the average percentage of student responses for each indicator and overall, the formula is:

$$\overline{P_T} = \frac{\sum \overline{P_1}}{n} x\ 100\%$$

Description:

$\overline{P_T}$ = average percentage of student responses per indicator or overall

$\overline{P_1}$ = average percentage of student responses for the i-th item statement

n = number of item statements

Table 1. Criteria for Interpreting Percentage of Questionnaire Responses

Criteria	Interpretation
P = 0%	None
0% < P < 25%	A small minority
25% ≤ P ≤ 50%	Almost half
P = 50%	Half
50% < P < 75%	The majority
75% ≤ P ≤ 100%	Almost all
P = 100%	All

(Lestari and Mokhammad 2017:335-337)

RESULT AND DISCUSSION

Based on the questionnaire data consisting of 30 statements given to 31 students from Class IX-2 at SMP Negeri 15 IT Binjai, the overall average percentage of responses was 54%. It can be concluded that the majority of students have an interest in learning social studies using technology. However, the percentage obtained is still relatively low, suggesting that the interest of Class IX-2 students at SMP Negeri 15 IT Binjai in learning social studies using technology is not very high.

To observe the interest in learning based on indicators, we can analyze students' responses for each indicator of learning interest. Interest in learning social studies was measured using a questionnaire based on five indicators. The percentage results for each indicator are shown in Table 2.

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Table 2. Percentage Results of Students' Interest in Learning Indicators

No	Indicator	Average Percentage	Interpretation
1	Enjoyment in following the learning process	62%	Majority
2	Focus and attention during the learning process	55%	Majority
3	Strong interest in learning the material	46%	Almost Half
4	Internal motivation to actively participate in learning	71%	Majority
5	Satisfaction that enhances self-confidence	38%	Almost Half

Based on the analysis of learning interest indicators, the majority of students (62%) feel happy when participating in learning activities using technology. This indicates that technology plays a significant role in creating a more engaging and enjoyable learning environment for students. However, although the use of technology is helpful, students' attention and concentration during the learning process only reach 55%. This suggests that while technology can improve students' focus, some still struggle to maintain concentration.

Students' interest in learning the material is also only at 46%, meaning that nearly half of the students feel interested, but technology has not yet fully motivated all students. On the other hand, students' internal drive for active participation in learning is relatively high, with 71% of students showing strong self-motivation when technology is used. This indicates that technological media can encourage active student engagement in the learning process. However, according to research by Amelia (2023), although technology usage in education increases student engagement, infrastructure issues remain a major challenge in its effective implementation.

A significant challenge is the increase in students' confidence, with only 38% of students feeling that technology helps them feel more confident in following lessons. One factor that may influence this, based on the researcher's field observations, is the lack of adequate facilities at school, such as the availability of projectors, sufficient and easily accessible computers, or other supporting devices. The lack of learning support facilities is a significant issue in education that affects both the quality of teaching and students' learning outcomes (Nacikit et al., 2024). Without supportive facilities, the effectiveness of technology-based learning becomes limited (Sucipto, 2024), impacting the optimal use of technology in enhancing students' interest and confidence. This shows that, in addition to utilizing technology, schools need to improve the infrastructure and facilities to ensure that technology-based learning can be implemented more effectively.

In terms of delivering content, many students expressed that they find it easier to understand Social Studies (IPS) material when it is presented through technology, such as videos and animations. This demonstrates that the visual and interactive approach offered by technology has great potential to improve students' comprehension of the material being taught. In other words, the use of digital media not only makes learning more engaging but also helps students relate information in a way that is easier to digest.

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Therefore, the use of technology in presenting IPS material can be an effective strategy to support a better teaching and learning process.

CONCLUSION

Based on the questionnaire given to students of Class IX-2 at SMP Negeri 15 IT Binjai, the average percentage of students' interest in learning social studies using technology only reached 54%, which is still considered low. Although most students enjoy learning (62%) and have strong internal motivation to actively participate (71%), their focus and interest in the material are not very high, with percentages of 55% and 46%, respectively. Additionally, only 38% of students felt satisfied and confident when using technology, indicating limitations in effective technology utilization.

One of the obstacles found was the lack of supporting facilities at the school, such as projectors and computers. This condition not only affects the effectiveness of technology-based learning but also hinders the development of digital skills, which are increasingly essential in the modern era. To increase students' interest and confidence in learning, the school needs to improve its technology infrastructure and provide adequate resources, in line with the demands of globalization that require mastery of technology in the teaching and learning process.

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