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The Influence of Interacty Website on Students' Learning Motivation at SMPN 17 Banjarmasin

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Abstrak

Kemajuan teknologi dalam pendidikan mendorong inovasi dalam metodologi pembelajaran, terutama melalui pemanfaatan media digital interaktif, termasuk situs web interaktif. Penelitian ini membahas masalah motivasi siswa yang menurun akibat dari pendekatan instruksional yang monoton dan kurang dinamis. Dengan menggunakan siswa IPS SMPN 17 Banjarmasin sebagai studi kasus, penelitian ini akan melihat bagaimana *Web Interacty* mempengaruhi motivasi belajar untuk belajar. Dalam penelitian kuantitatif ini, pendekatan kuasi-eksperimental digunakan untuk efektivitas dua kelompok: satu kelompok yang menggunakan situs *Web Interacty* untuk intervensi mereka, dan kelompok lain yang mengandalkan cara yang lebih konvensional. Motivasi belajar dipengaruhi secara positif dan substansial dengan menggunakan situs *Web Interacty*. Hasil uji-t menunjukkan perbedaan yang signifikan secara statistik antara kedua kelompok, menunjukkan bahwa kelompok percobaan secara substansial berbeda dari kelompok kontrol (0,000, kurang dari 0,05). Pada kelompok pertama, skor rata-rata peserta pada ukuran motivasi belajar meningkat dari 78,52 menjadi 91,74; Pada kelompok kedua, skor peserta meningkat dari 76,81 menjadi 79,32. Menurut penelitian ini, minat dan motivasi belajar dapat ditingkatkan dengan penggunaan teknologi interaktif di kelas. Oleh karena itu, agar proses pembelajaran lebih efisien dan menarik, guru harus memikirkan bagaimana cara memasukkan teknologi digital.

Kata Kunci: Website Interaksi, Media Pembelajaran, Motivasi Belajar, Pembelajaran Digital

Abstract

Advances in educational technology have driven innovation in learning methodologies, particularly through the use of interactive digital media, including interactive websites. This study addresses the issue of declining student motivation due to monotonous and less dynamic instructional approaches. Using social studies students at SMPN 17 Banjarmasin as a case study, this study will examine how Web Interacty affects learning motivation. In this quantitative study, a quasi-experimental approach was used to assess the effectiveness of two groups: one group that used the Web Interacty website for their intervention, and another group that relied on more conventional methods. Learning motivation was positively and substantially influenced by the use of the Web Interacty site. The t-test results showed a statistically significant difference between the two groups, indicating that the experimental group was substantially different from the control group (0.000, less than 0.05). In the first group, the average score of participants on the learning motivation measure increased from 78.52 to 91.74; in the

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second group, participants' scores increased from 76.81 to 79.32. According to this study, interest and learning motivation can be increased through the use of interactive technology in the classroom. Therefore, in order to make the learning process more efficient and interesting, teachers must consider how to incorporate digital technology.
Keywords: Interactive Website, Learning Media, Learning Motivation, Digital Learning

Preliminary

Learning motivation is essential for student success. Learning outcomes will be maximized if there is motivation. Increased motivation is positively correlated with better learning outcomes. As a result, motivation consistently affects the intensity of students' learning efforts (Andriani & Rasto, 2019). To successfully learn, one must be motivated to do so (Pratama, et al. 2019:28). Learning motivation is the cognitive capacity of individuals to cultivate an intrinsic desire to learn in order to engage in educational activities aimed at achieving certain goals (Jannah.et al., 2021). According to research conducted by Darmawati (2017), the level of students' intrinsic desire to learn significantly impacts their academic performance (Kristiani & Pahlevi, 2021).

One of the challenges experienced in the world of education is the lack of motivation to learn from students, learning that only relies on conventional methods tends to be less effective in attracting students' attention. Learning motivation embodies an important factor in the academic success of students (Zulfah, 2025). Various methods have been developed to strengthen learning motivation, including the use of technology in learning (Rahman dkk., 2024). One of the interesting innovations is the *interactive website*, which offers an interactive-based learning experience. The *Interacty website* is designed to increase student engagement by providing a variety of engaging activities, such as interactive quizzes, learning videos, and simulations. Students can learn more effectively and efficiently with the use of this technology, which can inspire them to learn more (Maulana dkk., 2024).

Features such as quizzes, simulations, and activities on *the Interacty website* make learning more engaging and conducive to direct feedback for students. This provides a more enjoyable learning experience and increases student involvement in teaching and learning activities. The results obtained by utilizing Quizizz and other interactive media are consistent with Sanusi et al., (2024). Increasing children's enthusiasm for learning is another beneficial effect it has.

The findings of this study give credence to the idea of learning motivation conveyed by Harisuddin, (2019) which according to him can improve students' intrinsic motivation by creating a friendly and interactive learning environment. In addition, the score and direct feedback feature of the *Interacty Website* supports the theory of rewards in learning Sabani, M.

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N., & Eka, K. I., (2024), which states that rewards can increase students' enthusiasm for learning.

In today's digital era, the integration of technology in education is an urgent need. Several studies have shown that incorporating technology into the classroom can greatly improve student engagement and material retention. However, in the domain of junior high school social studies, there is a scarcity of research that focuses on how *interactive websites* affect students' willingness to learn (Wijayanti dkk., 2024). This more interesting medium allows students to learn in a more fun and less boring way. The purpose of this study is to find out whether and how the use of *interactive websites* affects learning motivation among students of SMPN 17 Banjarmasin (Triyono & Ilhami, 2025).

Method

This research uses a quantitative methodology, because the author considers it important to uncover the right facts and interpretations. Descriptive analysis is performed to characterize the objects and subjects studied without modification. This analysis includes the interconnectedness of activities, perspectives, attitudes, and processes that affect a phenomenon. The methodology used was quasi-experimental, using pre-test and post-test questionnaire designs. One group serves as a control (i.e., those who do not have access to *an interacty website*), while the other group serves as an experimental group (i.e., those who have access to such *an interacty website*). Questionnaires based on the 5-point Likert Scale were used to activate learning motivation both before and after therapy. Tests for normality, homogeneity, and t-tests were run on the data collected to determine if there were statistically significant differences between the experimental and control groups. The normality test is carried out to ensure that the data is distributed normally, while the homogeneity test aims to ensure uniformity of variance between groups. The t-test was used to confirm any significant differences between the two groups. At SMP N 17 Banjarmasin, the sample group consisted of 23 eighth grade students from classes A and B. Sampling was carried out using non-random techniques. Questionnaires were given to 46 participants before and after the treatment.

Results and Discussion

Learning motivation is important for student learning achievement. Learning outcomes will be maximized if there is motivation. Increased motivation is positively correlated with maximum learning outcomes. As a result, motivation consistently determines the intensity of students' learning efforts (Andriani & Rasto 2019). To make learning more engaging for

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students, educators should use interactive learning strategies that include technology. One of the most successful ways to get students more engaged is to utilize *interactive websites*. Teachers need to keep up with the times, by utilizing technology-based learning media in order to integrate technology well in the learning process.

The research data on learning motivation was collected through three methods, namely observation, questionnaire, pre-test and post-test questionnaire. Observations were made during the application of interactive website-based learning media to observe changes in behavior and student involvement in learning. The pre-test questionnaire was given before the application of learning media to measure the initial motivation of students, while the post-test questionnaire was given after the implementation of *the interactive website* to assess the changes that occurred. The table below shows the assessment indicators for the questionnaire distribution:

Table 1 Learning Motivation Questionnaire

Research Variables	Indicator	Sub-Indicator	Item No.	Number of items
Motivation to Learn (Y)	The existence of desire and the will to succeed.	Doing assignments on time.	4	5
		Not easily satisfied with the results achieved.	1,5	
		Challenged to learn	2,3	
	The existence of motivation and the need to learn.	High curiosity.	8,10	5
		Interest in learning.	6,7,9	
	The existence of hopes and dreams for the future.	Striving to achieve one's dreams.	11,13,	5
		Be diligent in your studies.	12,14,15	
	The existence of rewards in the learning process	Self-awareness.	16,18,19	5
		Receiving praise.	17,20	
	The existence of interesting activities in learning	The lessons are packaged in an interesting way.	21,22,23,24,25	5
	The existence of a conducive learning environment	Learning environment.	26,27,28,29,30	5
		Number		30

The assessment indicators to be used to distribute the questionnaire are shown in Table 1. These indicators show various motivational factors for students to learn. Analysis of these

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metrics will allow for a more thorough of the research findings on the efficacy of *interactive websites* in increasing students' motivation to learn. In addition, below you will find a table that includes the scores used to categorize the level of learning motivation among students. The highest scores indicate that students have a strong desire to learn, while the lowest indicate that they may use some improvement in this area. This score range helps in interpreting the results of the research more clearly, so that it can be known whether there is an increase in learning motivation after the implementation of *the interactive website.*

Table 2 Range of learning motivation scores

	Motivation to Learn
Highest value	31 x 5 = 155
Lowest value	31 x 1 = 31
Range	155-31 = 124
Interval	124:3 = 42
Category	5. Height (115-155) 3. Moderate (73-114) 1. Low (31-72)

Table 2 presents the range of learning motivation scores used to classify students' motivation levels based on the results of the questionnaire. The categories in this score range are generally arranged based on the calculation of the likert scale used in the research questionnaire. If students get perfect grades, it means they are highly motivated to learn; If they get a low score, it means they may need to work. With this score range, the results of the research can be presented systematically and objectively to gain a deeper understanding of students' learning motivations.

Table 3 Pre-test Percentage of Learning Motivation Scores

Class	**Category**					
	Low	**%**	**Currently**	**%**	**Height**	**%**
Control	21	91,3%	2	8,7%	0	0%
Experiment	19	82,6%	4	17,4%	0	0%

A comparison of the motivation levels of the two groups before treatment is shown in the table % of students' first learning motivation scores. According to the data, there were more students in the control group who were less motivated (21 in total), while the experimental

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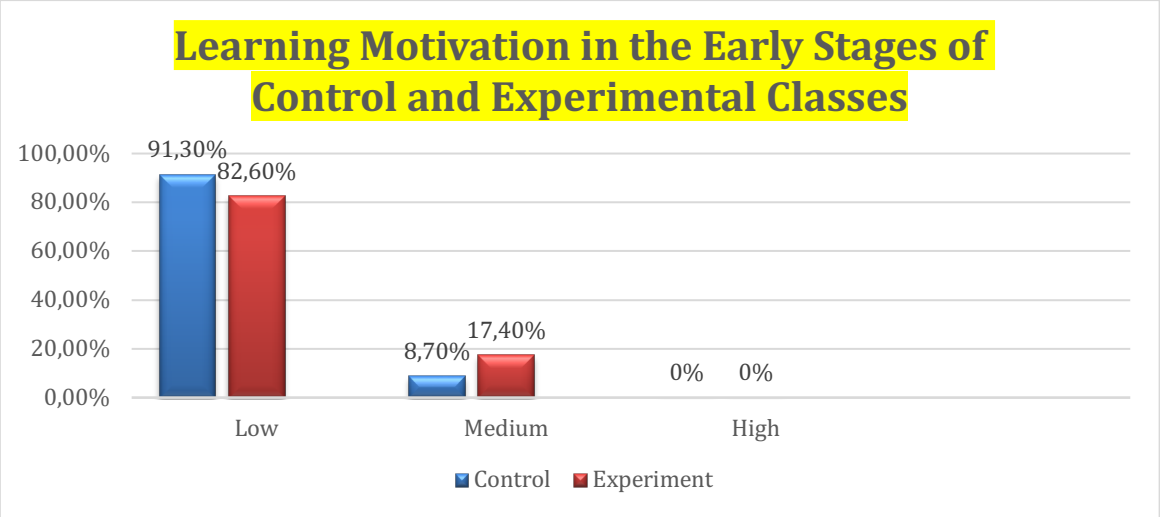
group had 19 students with low motivation and 4 students with moderate motivation compared to the control group.

Distinguishing the second group was the range of scores for early learning motivation; the control group's score was between 39 and 77, while the experimental group's score was between 48 and 77. This suggests that the experimental group was slightly more motivated to learn than the control group prior to the introduction of interactive website-based learning materials.

Diagram 4 Pre-test Learning Motivation Frequency



The results of the calculation of the frequency of students' learning motivation in experimental and control courses have comparable features, according to the data in figure 3. Frequency analysis revealed that the majority of students had no motivation to learn (91.3% in the control group and 82.6% in the experimental group), in contrast to relatively low moderate levels of motivation (8.7% in the control group and 17.4% in the experimental group). According to the results of the pretest, most of the students' motivation is lacking. Based on the frequency findings, it was found that most students in the control and experimental classes had low levels of learning motivation. On the other hand, only a small percentage of students in the control and experimental classes had a moderate level of motivation. According to the results of the pretest, most of the students' motivation is lacking.

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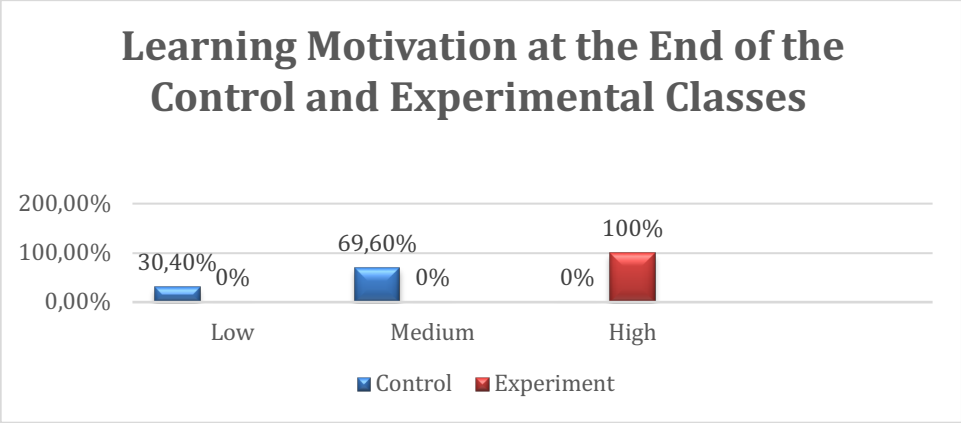
Some of the factors that cause low motivation to learn in the early stages include a lack of variety in learning methods, a lack of active interaction in the classroom, and a lack of use of technology as a learning medium.

Table 5 Post-test Percentage of Learning Motivation Scores

Class	Category					
	Low	%	Medium	%	High	%
Control	7	30,4%	16	69,6%	0	0%
Experiment	0	0%	0	0%	23	100%

The results of the final learning motivation score, shown as a percentage table, show that students' motivation levels increase significantly after therapy. As a result, only seven students in the control group were considered to be poorly motivated. Meanwhile, in the experimental class, the majority of students, namely 23 people, were included in the high motivation category. The range of final learning motivation scores reflects quite a striking difference between the two classes. In the control class, the learning motivation score increased to 65 to 91, indicating an increase although still within a relatively limited limit. In contrast, the experimental class saw a much more significant increase, with a score range of 116 to 138.

Diagram 6 Post-test Frequency of Learning Motivation



After therapy, the experimental group scored much higher on a measure of learning motivation than the control group. The results showed that while 30.4% of students were still lacking in motivation, 69.6% were somewhat motivated. No one in the class was truly motivated. The last experimental group, meanwhile, experienced a skyrocketing increase in their learning motivation scores, reaching 100%. Some of the factors that contribute to this increase include the aspect of active involvement in the learning process, creative game features that motivate students to study harder, and the delivery of more interesting material through

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digital media. With interactive features, students feel more interested in learning, more active in asking questions, and more active in completing assignments.

Students' motivation to learn is significantly influenced by their use of *the Interacty Website* . The class of control and experiment varied greatly from each other, as indicated by the significance value of the t-test (Sig. 2-tailed) of 0.000 < 0.05. The results of the normality test showed that the data in this study followed the normal distribution; The control class had a significance value of 0.536 and the experimental class had a value of 0.785 (both more than 0.05). Assuming normal, the data can undergo parametric tests for analysis. Furthermore, the homogeneity test findings showed that the data variation from the two groups was identical, with a significance value of 0.125 > 0.05.

Conclusion

Students' motivation to learn is significantly influenced by the use of the Interactie website, according to the results of the study. The t-test findings, with significance values of 0.000 < 0.05, showed significant differences between the control and trial groups. Prior to the progress of the research, most students in both groups had moderate to low levels of desire to learn. However, after the implementation of Website Interacty in learning, the experimental class showed a very relevant increase in learning motivation, with all students achieving the high motivation category. Thus, *the Interacty Website* has proven to play a significant role in increasing students' learning motivation through an interesting and innovative interactive approach. Students' engagement and motivation to learn can be enhanced by the use of alternative technology-based pedagogical techniques, specifically the *Interact website*. As a recommendation, further research can be carried out by implementing the *Interacty Website* in various subjects and at various levels of education to measure its effectiveness more broadly and sustainably.

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