The Influence of Interactive Media On Students' Learning Interest In Geography Subjects At SMAN 17 Tangerang Regency

Anistri Wulan
anistriwulanica05@gmail.com
Geography Education, Faculty of Teacher Training and Education
University of Muhammadiyah Prof.DR.HAMKA
Indah Meitasari
meitasari@gmail.com
Geography Education, Faculty of Teacher Training and Education
University of Muhammadiyah Prof.DR.HAMKA

Abstrak
Tujuan dari penelitian ini adalah untuk mendeskripsikan minat belajar siswa kelas X IPS di SMAN 17 Kabupaten Tangerang, kemudian untuk mengetahui pengaruh media interaktif (video animasi) terhadap minat belajar siswa dalam mata pelajaran Geografi. Pendekatan penelitian adalah pendekatan kuantitatif. Jenis penelitian yang digunakan adalah penelitian quasi eksperimen berbentuk non equivalent *control group design*. Ada dua variabel penelitian yaitu variabel bebas (media interaktif) dan variabel terikat (minat belajar). Total populasi adalah 96 siswa yang dibagi kedalam 2 kelompok yakni kelompok eksperimen dan kelompok kontrol. Teknik pengumpulan data pada penelitian ini menggunakan kuesioner (angket). Data dikumpulkan dengan memberikan *pretest* dan *Postest* dan dianalisis menggunakan statistik deskriptif dan statistik inferensial. Berdasarkan hasil analisis diperoleh nilai sig. (2 tailed) 0,00 < 0,05 yang berarti bahwa ada perbedaan signifikan dalam minat belajar siswa, sehingga dapat disimpulkan bahwa media interaktif (video animasi) memiliki pengaruh signifikan terhadap minat belajar siswa.
Kata kunci: Media Interaktif, Minat Belajar, Geografi.

Abstract
The purpose of this study is to describe the learning interest of grade X social studies students at SMAN 17 Tangerang Regency, then to determine the influence of interactive media (animated videos) on student learning interest in Geography subjects. The research approach is a quantitative approach. The type of research used is quasi-experimental research in the form of non-equivalent *control group design*. There are two research variables, namely the independent variable (interactive media) and the dependent variable (learning interest). The total population is 96 students divided into 2 groups, namely the experimental group and the control group. Data collection techniques in this study used questionnaires (questionnaires). Data was collected by giving *pretest* and *Postest and* nalyzed using descriptive statistics and inferential statistics. Based on the results of the analysis, a sig value is obtained. (2 tailed) 0.00 < 0.05 which means that there is a significant difference in student learning interest, so it can be concluded that interactive media (animated videos) have a significant influence on student learning interest.
Keywords: Interactive Media, Learning Interests, Geography.

PRELIMINARY

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society (Rahman et al., 2022).

The purpose of Indonesia's national education is the implementation of the four pillars of education launched by UNESCO, namely: (1) learning how to know, (2) learning how to do, (3) learning how to be, and (4) learning how to live together. Referring to these four pillars, education should be able to direct students not only to scientific mastery (knowing) and its implementation (doing). (Juliani &; Widodo, 2019)

Education cannot be separated from learning which is a process of interaction between students and teachers and learning resources (Hadisaputra, et al, 2019). In the learning process, there are often several factors that can hinder the student learning process, namely internal factors and external factors (Asikin &; Jaelani, 2023). One important factor that can affect student learning is interest in learning. According to Susanto (2013) in the learning process, interest is an important thing that really needs attention, because interest acts as a force or motivation that encourages students to learn. Students who have a high interest in learning tend to focus their attention on teaching and learning activities with a feeling of pleasure without any coercion from anyone (Izzati &; Sukardi, 2023). Conversely, students who are not interested or not interested in participating in learning will show a less sympathetic, lazy and unenthusiastic attitude in participating in learning (Sari &; Karma, 2022).

Lack of interest can result in students not liking the lessons delivered by the teacher so that students have difficulty understanding the content of the material in these subjects and ultimately affect student learning outcomes (Ramdani, et al, 2021). Therefore, to obtain good learning results, students must have an interest in a lesson so that it will encourage students to continue learning. Without interest in learning from students, the learning process that takes place will not be optimal (Yustiqvar, et al, 2019). In line with Sardiman's opinion (2007) states that the learning process will run smoothly if accompanied by interest. According to Uzer Usman (2000), interest in learning is the main factor that determines the degree of student learning activity. From the brief description above, it can be concluded that interest is one of the factors that has a significant influence on student learning success (Abbas et al., 2022).

Geography Education is a concept with high complexity that can be understood through an explanation of the relationship between geography, the purpose of geography, an explanation of formal and non-formal education and the important components contained in it (Gerber 2003). The development of the Geography education curriculum in Senior High School has experienced a long process as Handoyo 2012 revealed in the book Geography Education Research (2019: 11) that after geography was designated as one of the subjects in the school curriculum in the 70s, efforts to improve geography education continued to be carried out (Jumriani et al., 2021). Teaching and learning activities must be developed properly, from their

skills, creativity, and explanation of the material that will later be presented to students to stimulate or attract the attention of students to remain enthusiastic in learning and understanding geography (Mutiani &; Faisal, 2019).

The development of education in learning today has shifted from *teacher oriented* to *student oriented*. In the 2013 curriculum, teachers are positioned as supervisors who facilitate student activities in order to achieve competencies that lead to empowering students' potential to become competent human beings in life. Teachers are required not only to master the material, but also to prepare learning scenarios so that learning is directed (Syaharuddin et al., 2022). In this case, learning media must also be determined and prepared that are able to stimulate thinking power and strengthen the impression received by students.

According to Slameto 2010: 57 quoted in the journal (Flora Siagian, 2015), interest is a fixed tendency to pay attention and reminisce about some activities. Activities that students are interested in, are paid attention to continuously accompanied by a sense of pleasure and satisfaction. Learning carried out by teachers must be able to increase students' interest in learning. Enthusiasm in learning will arise when there is a high interest in learning in oneself (Aslamiah et al., 2021). In this case, a teacher must be able to create a learning process that must be interactive, inspiring, conducive and fun so that it can generate interest in learning in students and students feel happy with the lessons they face, so they do not get bored quickly in learning.

There have been previous studies related to the influence of interactive media on interest in learning. Munir (2012) in the journal Khairu Nisa (2023: 2) concluded that the advantages of using interactive media (video animation) in the learning process can make learning more creative and interactive, foster student motivation in learning and this animated interactive media is able to integrate elements of text, images, audio, video and including animation, so that it can affect student learning interest. This is because this interactive media will make students interested, focus on paying attention to the teacher's explanation and be able to foster student interest in the learning process (Jumriani et al., 2022). This is in accordance with the activities that have been carried out during the learning process using interactive media in experimental classes can make learning more active and make students more excited and interested in participating in learning.

Based on the observations of an interview with the head of MGMP Tangerang Regency, it is known that students' interest in learning, especially in Geography lessons, is still low, it can be seen that during the learning process there are still many students who do not pay attention to the teacher's explanation, some are daydreaming and do not concentrate during

learning so that this has an impact on student grades. Another problem was also found related to the media used by teachers, not all teachers have provided interactive media to students. So as educators, they must provide more innovation in the way students are given stimulation through varied learning media by their educators.

In the above problem, researchers are interested in conducting research in Tangerang Regency with whether the use of interactive media learning affects student learning interest and researchers are interested in choosing a scientific paper with the title, The Influence of Interactive Media on Student Learning Interest in Geography Subjects at SMA Negeri 17 Kabupaten Tangerang.

The purpose of this writing is to influence, educate, inform so that readers get the latest information from the writing of this article.

METHOD

The approach in this study is a quantitative approach. The type of research used is quasi-experimental research in the form of non-equivalent control group design. This design has a control group but does not fully function to control outside variables that affect the conduct of the experiment. The research was conducted at SMAN 17 Tangerang Regency located on Jl. Raya Legok - Karawaci, Babakan, Kec. Legok, Tangerang Regency, Banten 15820. The research samples taken were class X IPS 4 and Class X IPS 6. The data collection technique used in this study was questionnaire (questionnaire). Data were collected by administering *Pretest* and *Postest* using questionnaires in experimental and control classes. The data analysis used is descriptive statistical analysis and inferential statistical analysis.

RESULTS AND DISCUSSION

Before conducting research, first conduct instrument trials with validity tests. The validity test was conducted through expert validation of geography subject teachers that 30 instrument statements were valid and feasible for use. Instruments that have been declared valid are given to both classes to measure student learning interest in geography lessons which are carried out by giving pretest and posttest to the control class and experimental class. The pretest and posttest data were then tested for normality and homogeneity as a prerequisite for conducting a hypothesis test aimed at determining the influence of interactive media on student learning interest in geography subjects. The following are the results of the descriptive analysis as follows:

Descriptive *Pretest* and *Postest* Experimental Class Learning Interest Questionnaire

Table 1. Results of Pretest and *Postest Experimental Class Learning Interest Questionnaire*

				Descriptive Statistic			
	N	Range	Minimum	Maximum	Mean	Std.Deviation	Variance
Pretest	48	28	74	102	89.25	6.821	46.532
Postest	48	30	74	104	89.73	7.201	51.861
Valid N (listwise)	48						

Source: Processed Primary Data

Based on descriptive statistical calculations, the *pretest* results have a mean *mean value* of 89.25, a standard deviation of *6.821 and a postest result of 89.73, a standard deviation of 7.201.*

From the results *of Mean* and Standard Deviation, a classification can be made regarding the categorization of student learning interests. The following is a table of calculations for categorization of student learning interests.

Pretest *Experimental Class Measurement*

Table 2. Experimental Class Learning Interest Categorization Formula (*Pretest*)

Kategori	Rumus	Hasil
Tinggi	X > (M+SD)	X >96
Sedang	(M-1 SD) ≤x ≤ (M-1SD)	82< x <96
Rendah	X< (M-1SD)	X≤ 82

Source: Processed Primary Data

Table 3. Results of Categorization of the Frequency of Learning Interest in Experimental Classes (*Pretest*)

No	Inisial	Jumlah	Kategorisasi	No	Inisial	Jumlah	Kategorisasi
1	Ab	80	Rendah	25	Bo	90	Sedang
2	Cd	78	Rendah	26	Bp	88	Sedang
3	Ef	90	Sedang	27	Bq	82	Sedang
4	Gh	86	Sedang	28	Br	74	Rendah
5	Ij	79	Rendah	29	Bs	82	Sedang
6	Kl	94	Sedang	30	Bt	95	Sedang
7	Mn	80	Rendah	31	Bu	86	Sedang

8	Op	82	Sedang	32	Bv	93	Sedang
9	Qr	82	Sedang	33	Bw	90	Sedang
10	St	98	Tinggi	34	Bx	82	Sedang
11	Uv	92	Sedang	35	Bz	98	Tinggi
12	Wx	88	Sedang	36	Ca	85	Sedang
13	Yz	96	Tinggi	37	Cb	90	Sedang
14	Bb	102	Tinggi	38	Cc	96	Tinggi
15	Bc	98	Tinggi	39	Cd	82	Sedang
16	Bd	96	Tinggi	40	Ce	82	Sedang
17	Be	86	Sedang	41	Cf	88	Sedang
18	Bf	84	Sedang	42	Cg	90	Sedang
19	Bg	96	Tinggi	43	Ch	94	Sedang
20	Bh	90	Sedang	44	Ci	102	Tinggi
21	Bi	98	Tinggi	45	Cj	90	Sedang
22	Bj	95	Sedang	46	Ck	84	Sedang
23	Bk	97	Tinggi	47	Cl	86	Sedang
24	Blb	92	Sedang	48	Cm	96	Tinggi

Source : Processed Primary Data

Figure 1. Pie Chart Percentage of Learning Interest Experimental class

Persentase Minat Belajar
***Pretest* Kelas Eksperimen**

■Tinggi ■sedang ■rendah
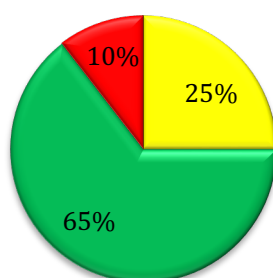
Based on table 8. It can be known that the learning interest of experimental class students *(pretest)* in X IPS 6 category is low as many as 5 people, medium 31 people and high 12 people.

It can be seen from Picture 1 that the interest in learning in the *Pretest control class* is included in the medium category of 65%.

Measurement of Experimental Class Interest (*Postest)*

Table 4. Experimental Class Learning Interest Categorization Formula (Postes)

Kategori	Rumus	Hasil
Tinggi	X > (M+SD)	X >97
Sedang	(M-1 SD) ≤x ≤ (M-1SD)	83< x <97
Rendah	X< (M-1SD)	X≤ 83

Processed Primary :D ata Sources

Table 5. Results of Categorization of the Frequency of Learning Interest in the Experimental Class (Postest)

No	Inisial	Jumlah	Kategorisasi	No	Inisial	Jumlah	Kategorisasi
1	Ab	78	Rendah	25	Bo	90	Sedang
2	Cd	78	Rendah	26	Bp	89	Sedang
3	Ef	91	Sedang	27	Bq	84	Sedang
4	Gh	87	Sedang	28	Br	74	Rendah
5	Ij	75	Rendah	29	Bs	84	Sedang
6	Kl	94	Sedang	30	Bt	95	Sedang
7	Mn	80	Rendah	31	Bu	89	Sedang
8	Op	78	Rendah	32	Bv	93	Sedang
9	Qr	81	Rendah	33	Bw	91	Sedang
10	St	96	Sedang	34	Bx	84	Sedang
11	Uv	92	Sedang	35	Bz	99	Tinggi
12	Wx	89	Sedang	36	Ca	85	Sedang
13	Yz	93	Sedang	37	Cb	90	Sedang
14	Bb	103	Tinggi	38	Cc	98	Tinggi
15	Bc	98	Tinggi	39	Cd	84	Sedang
16	Bd	96	Sedang	40	Ce	83	Sedang
17	Be	86	Sedang	41	Cf	88	Sedang
18	Bf	84	Sedang	42	Cg	91	Sedang
19	Bg	96	Sedang	43	Ch	96	Sedang
20	Bh	93	Sedang	44	Ci	104	Tinggi
21	Bi	99	Tinggi	45	Cj	94	Sedang
22	Bj	93	Sedang	46	Ck	85	Sedang

| 23 | Bk | 100 | Tinggi | 47 | Cl | 90 | Sedang |
| 24 | Blb | 91 | Sedang | 48 | Cm | 96 | Sedang |

Source : Processed Primary Data

Based on table 6.5, it can be seen that the learning interest of experimental class students (Postest) in the X Social Studies 6 category is low as many as 7 people, medium 34 people and high 7 people.

Figure 2. Pie Chart of Learning Interest in Experimental Class

Persentase Minat Belajar
***Postest* Kelas Eksperimen**
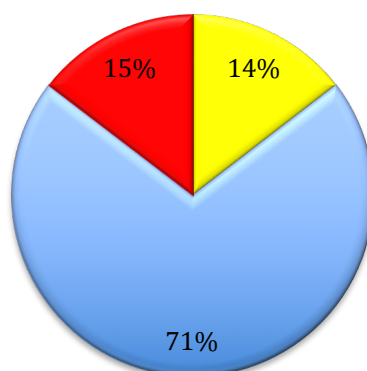
So it is concluded from Picture 2 that the interest in learning in the Postest Experiment class is included in the medium category of 71%.

Descriptive *Pretest* and *Postest* Learning Control Interest Questionnaire

Table 6. Results of Pretest and *Postest Control Class Learning Interest Questionnaire*

Descriptive Statistic							
	N	Range	Minimum	Maximum	Mean	Std.Deviation	Variance
Pretest	48	26	74	100	87.46	6.646	44.168
Postest	48	27	74	101	88.25	6.721	45.170
Valid N (listwise)	48						

Source : Processed Primary Data

Based on descriptive statistical calculations, the *Pretest* result has a mean *mean value of 87.46, a standard deviation of 6.646 and a* Postest result *showing an average value (*Mean) of 88.25 , *a standard deviation of 6.721*. From the results of the mean and standard deviation,

a classification can be made regarding the categorization of student learning interests. Here is the calculation table according to the scale of learning interest:

Control Class Learning Interest Measurement (*Pretest*)

Table 7. Control Class Learning Interest Categorization Formula (Pretest)

Rumus	Hasil	Kategori
X > (M+SD)	X >95	Tinggi
(M-1 SD) ≤x ≤ (M-1SD)	82< x <95	Sedang
X< (M-1SD)	X≤ 82	Rendah

Sumber : Data Primer yang Diolah

Referring to the calculation of the categorization that has been calculated, the categorization of student learning interest Before (*Pretest*) in the control class can be seen in the following table:

Table 8. Results of Categorization of the Frequency of Learning Interest in the Control Class (*Pretest*)

No	Inisial	Jumlah	Kategorisasi	No	Inisial	Jumlah	Kategorisasi
1	Da	92	Sedang	25	Dy	94	Tinggi
2	Db	98	Tinggi	26	Dz	86	Sedang
3	Dc	80	Rendah	27	Ea	88	Sedang
4	De	84	Sedang	28	Eb	78	Rendah
5	Df	74	Rendah	29	Ec	86	Sedang
6	Dgd	90	Sedang	30	Ef	90	Sedang
7	Hdi	82	Sedang	31	Eg	92	Sedang
8	Dj	82	Sedang	32	Eh	82	Sedang
9	Dk	76	Rendah	33	Ei	82	Sedang
10	Dl	80	Rendah	34	Ej	82	Sedang
11	Dm	92	Sedang	35	Ek	90	Sedang
12	Dn	90	Sedang	36	El	100	Tinggi
13	Do	86	Sedang	37	Em	94	Tinggi
14	Dp	100	Tinggi	38	En	88	Sedang
15	Dq	98	Tinggi	39	Eo	92	Sedang
16	Dr	100	Tinggi	40	Ep	84	Sedang
17	Df	92	Sedang	41	Eq	84	Sedang

| 18 | Ds | 90 | Sedang | 42 | Er | 82 | Sedang |
19	Dt	94	Tinggi	43	Es	78	Rendah
20	Du	82	Sedang	44	Et	78	Rendah
21	Dv	88	Sedang	45	Eu	90	Sedang
22	Dw	88	Sedang	46	Ev	87	Sedang
23	Dx	92	Sedang	47	Ew	79	Rendah
24	dy	86	Sedang	48	Ex	96	Tinggi

Source : Processed Primary Data

Based on table 8. It can be seen that the learning interest of control class students in the X Social Studies 4 category is low as many as 8 people, medium 31 people and high 9 people.

Figure 3. *Pie Chart* Learning Interest *Pretest* Control Class

Persentase Minat Belajar
Pretest Kelas Kontrol

■ tinggi   ■ sedang   ■ rendah
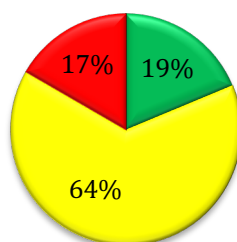
So it is concluded from Picture 3 that the interest in learning in the *Pretest* control class is included in the medium category of 64%.

Control Class Learning Interest Measurement (*Postest*)

Table 9. Control Class Learning Interest Categorization (*Postest*)

Kategori	Rumus	Hasil
Tinggi	X > (M+SD)	X >94
Sedang	(M-1 SD) ≤x ≤ (M-1SD)	81< x <94
Rendah	X< (M-1SD)	X≤ 81

Source : Processed Peimer Data

Referring to the calculation of the categorization that has been calculated, the categorization of learning interests *of Postest* students in the control class can be seen in the following table:

Table 10. Results of Categorization of the Frequency of Learning Interest of the Control Class (*Postest*)

| No	Inisial	Jumlah	Kategorisasi	No	Inisial	Jumlah	Kategorisasi
1	Da	80	Rendah	25	Dy	90	Sedang
2	Db	75	Rendah	26	Dz	88	Sedang
3	Dc	87	Sedang	27	Ea	82	Sedang
4	De	86	Sedang	28	Eb	74	Rendah
5	Df	77	Rendah	29	Ec	82	Sedang
6	Dgd	93	Sedang	30	Ef	95	Tinggi
7	Hdi	80	Rendah	31	Eg	86	Sedang
8	Dj	82	Sedang	32	Eh	93	Sedang
9	Dk	82	Sedang	33	Ei	89	Sedang
10	Dl	95	Tinggi	34	Ej	80	Rendah
11	Dm	92	Sedang	35	Ek	95	Tinggi
12	Dn	88	Sedang	36	El	85	Sedang
13	Do	96	Tinggi	37	Em	90	Sedang
14	Dp	99	Tinggi	38	En	93	Sedang
15	Dq	98	Tinggi	39	Eo	80	Rendah
16	Dr	96	Tinggi	40	Ep	76	Rendah
17	Df	86	Sedang	41	Eq	88	Sedang
18	Ds	84	Sedang	42	Er	86	Sedang
19	Dt	93	Sedang	43	Es	94	Sedang
20	Du	90	Sedang	44	Et	101	Tinggi
21	Dv	95	Tinggi	45	Eu	90	Sedang
22	Dw	94	Sedang	46	Ev	84	Sedang
23	Dx	97	Tinggi	47	Ew	86	Sedang
24	dy	91	Sedang	48	Ex	93	Sedang

Source : Processed Primary Data

Based on table 10, it can be seen that the learning interest of control class *students (postest)* in the X Social Studies 4 category is low as many as 8 people, medium 30 people and high 10 people.

Figure 4. *Pie Chart* Learning Interest *Postest* Class Control

Persentase Minat Belajar
***Postest* Kelas Kontrol**

■ Tinggi ■ sedang ■ rendah
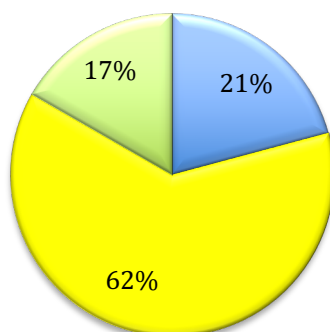
So it is concluded from Picture 4 that the interest in learning in the *Postest* control class is included in the medium category of 62%.

Furthermore, inferential statistical analysis was carried out to determine whether there were significant differences in interactive media on students' learning interest in Geography subjects in the treated class. To find out if there is a significant difference, a normality test, a homogeneity test, and a hypothesis test are first carried out. The results of inferential statistical analysis are as follows:

Uji Normalitas

The normality test is intended to determine the normality of data from variable X (interactive media) and variable Y (student learning interest) that have been processed will be tested for normality using *Kolmogorov-Smirnov*. Data normality tests are carried out to determine whether the research data meets the requirements for the use of statistics to be used in testing.

To find out whether or not a research data is normal or not, if the sig > 0.05, it is declared normal and if the sig < 0.05, it can be said to be abnormal. The calculation results obtained are as follows:

Table 11. Normality Test Results of the Experimental Class and Control Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Hasil Pretest Eksperimen	.106	48	.200[*]	.969	48	.222
Hasil Postest Eksperimen	.085	48	.200[*]	.980	48	.599
Hasil Pretest Kontrol	.107	48	.200[*]	.974	48	.359
Hasil Postest Kontrol	.114	48	.149	.973	48	.333

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source : Processed Primary Data

Based on table 11 the results of the normality test showed an experimental pretest signification value of 0.200, an experimental *posttest* signification value of 0.200, a control pretest signification value of 0.200, and a control postest signification value of 0.149. The data is said to be significant because it > 0.05. Then it can be concluded that the data is normally distributed.

Uji Homogenitas

A homogeneity test is a test performed to determine that two or more groups of sample data come from populations that have the same variance (homogeneous). This test is a requirement before performing any other tests. For example, T-Test and Anova. This test is used to ensure that the data group is indeed from a population that has the same variance (homogeneous). The test criteria are:

If the value of Sig. on the *Based On Mean* < 0.05, then the distribution of data is unequal (not homogeneous)

If the value of Sig. *Based On Mean* > 0.05, then the distribution of data is the same (homogeneous).

In this study, the homogeneity test carried out was using *Levene Statistics*. Here are the calculation results:

Table 12. Test Results of Homogeneity of Experimental Class and Control Class

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Minat Belajar Geografi	Based on Mean	.076	11	94	.783
	Based on Median	.053	11	94	.818
	Based on Median and with adjusted df	.053	11	91.687	.818
	Based on trimmed mean	.069	11	94	.793

Source : Processed Primary Data

Based on table 12 calculation of homogeneity test results because signification = 0.783 > 0.05, it can be concluded that the data is homogeneous.

Pengujian Hipotesis

This study aims to determine whether there is a significant influence of interactive media (animated videos) on students' learning interest in Geography subjects. The analysis used is a t test with the help of SPSS *for windows* version 27.0 The T test is a test used to compare the difference between two means and two paired samples assuming normally distributed data. Paired samples from the same subject. Each variable is taken when the situation and circumstances are different. In making decisions to test the hypothesis, it must focus on its significance, if the significance value is > 0.05 then H0 is accepted otherwise if the significant value is < 0.05 then H0 is rejected.

Pretest *t* test and *Postest* class experiment and Control

Pretest *and Postest* t-tests of experimental and *control classes were analyzed using* Paired t-Test. This t test aims to determine whether there is an increase in score. The conclusion of the study is stated to be significant if the t < table at the level of significance of 5% and the value of sig. (2 tailed <0.05. Here is the table of calculation results:

Table 13. **Test Results t**

Paired Samples Test							
	Paired Differences						Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig.
Pair 1	Pretest Eksperimen - Postest Eksperimen	-25.29167	15.17831	2.19080	-29.69899	-20.88434	-11.544	47	**.000**
Pair 2	Pretest Kontrol - Postest Kontrol	-25.52083	15.34287	2.21455	-29.97594	-21.06573	-11.524	47	**.000**

Data Sources: Processed Primary

Based on table 13 that the Sig. (2-tailed) value of 0.00<0.05 shows a significant difference between Pretest and Postest. So it can be concluded that there is a significant influence on the difference in treatment on each variable.

Based on the results of the analysis of students' learning interest in the two classes with different treatments, it can be seen that there is a difference between the percentage value of the experimental class and the control class. This is possible because of the difference in learning treatment given to the two classes. The treatment given in the experimental class is special treatment, namely the use of interactive media (Animated Video), the use of interactive media can foster student interest in learning Geography, able to create fun and interactive learning. When the learning process in the experimental class students actively give their opinions when the teacher asks questions, also actively ask questions when they do not understand the subject matter. Compared to learning in the control class where students are more passive in asking questions and expressing their opinions.

In the experimental class, when teachers display interactive media through LCD at the beginning of learning, students seem very enthusiastic and interested in learning to use this media because the display of images, animations, and videos attracts their attention. During the learning process, students are very focused on listening to the teacher explain the subject matter and pay attention to interactive media.

From the results and descriptions above, it is known that ordinary learning or using the lecture method rather than using animated interactive media is a different thing. Learning using interactive media results are better than ordinary learning or using lecture methods.

CONCLUSION

Based on the results of research on the influence of interactive media on student learning interest in Geography subjects at SMAN 17 Tangerang district, it can be concluded that learning

interest after using interactive media can be seen from the results of categorizing experimental classes using interactive media, the average score is 82-96 and the results of categorization for control classes without using interactive media have an average score of 81-95 with a medium category. Significant tests are obtained from the results of paired sample t test analysis with a value of 0.00<0.05 which means there is a significant influence between interactive media (Animated Video) on learning interest in Geography subjects.

BIBLIOGRAPHY

Abbas, E. W., Syaharuddin, S., Mutiani, M., Susanto, H., & Jumriani, J. (2022). Strengthening Historical Thinking Skills Through Transcript Based Lesson Analyses Model In The Lesson Of History. Istoria Jurnal Pendidikan an Ilmu Sejarah, 18(1). https://doi.org/10.21831/istoria.v18i1.41691

Anam, Khoirul. 2015. "Pengaruh Media Pembelajaran Terhadap Minat Belajar Siswa Pada Mata Pelajaran PAI Di SMP Bani Muqiman Bangkalan." Junal Pendidikan Islam 4 (2): 1–17. http://download.garuda.kemdikbud.go.id/article.php?article=641778&val=11050&title=Pengaruh Media Pembelajaran Terhadap Minat Belajar Siswa Pada Mata Pelajaran PAI Di SMP Bani Muqiman Bangkalan.

Aslamiah, A., Abbas, E. W., & Mutiani, M. (2021). 21st-Century Skills and Social Studies Education. The Innovation of Social Studies Journal, 2(2), 82. https://doi.org/10.20527/iis.v2i2.3066

Asikin, M. A., & Jaelani, A. K. (2022). Analisis Pelaksanaan Pembelajaran Menulis Siswa Dalam Belajar Tatap Muka Terbatas. Journal of Classroom Action Research, 4(4), 131-138.

Flora Siagian, R. E. (2015). Pengaruh Minat dan Kebiasaan Belajar Siswa terhadap Prestasi Belajar Matematika. Formatif: Jurnal Ilmiah Pendidikan MIPA, 2(2), 122–131. https://doi.org/10.30998/formatif.v2i2.93

Handy, M. R. N., Abdurrahim, A., Subiyakto, B., Syaharuddin, S., Putra, M. A. H., Akmal, H., & Sari, D. P. N. P. (2022, December). Utilization of Ferry as a Support of The Community Economy on The Alalak River Based as a Learning Resource on Social Studies. In *Social Studies Conference Proceedings* (pp. 121-128).

Ilhami, M. R., Abbas, E. W., Syaharuddin, S., Mutiani, M., & Jumriani, J. (2023). Chinese Ethnic and Madurese Ethnic Social Interaction in Gedang Village. *The Kalimantan Social Studies Journal*, 4(2), 124-135.

Ilmiani, Aulia Mustika, Ahmadi Ahmadi, Nur Fuadi Rahman, and Yulia Rahmah. 2020. "Multimedia Interaktif Untuk Mengatasi Problematika Pembelajaran Bahasa Arab." Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya 8 (1): 17–32. https://doi.org/10.23971/altarib.v8i1.1902

Izzati, H., & Sukardi, S. (2023). Implementasi Model Outdoor Learning Terhadap Hasil Belajar. Journal of Classroom Action Research, 5(1), 271-276..

Juliani, W. iffah, & Widodo, H. (2019). Integrasi Empat Pilar Pendidikan (Unesco) Melalui Pendidikan Holistik Berbasis Karakter Di Smp Muhammadiyah 1 Prambanan. Jurnal Pendidikan Islam, 10(2), 65–74. https://doi.org/10.22236/jpi.v10i2.3678

Jumriani, J., Muhaimin, M., Wardinah, Y., Abbas, E. W., Mutiani, M., & Ilhami, M. R. (2023). Identification of Function Social Group Functions for Communities in River Bank. *The Kalimantan Social Studies Journal*, *4*(2), 108-115.

Jumriani, J., Subiyakto, B., Hadi, S., Mutiani, M., & Ilhami, M. R. (2022). Education of Social Regulation Through Social Institution Materials in Social Studies. The Innovation of Social Studies Journal, 3(2), 118. https://doi.org/10.20527/iis.v3i2.4892

Jumriani, J., Syaharuddin, S., Hadi, N. T. F. W., Mutiani, M., & Abbas, E. W. (2021). Telaah Literatur ; Komponen Kurikulum IPS Di Sekolah Dasar pada Kurikulum 2013. Jurnal Basicedu, 5(4), 2027–2035. https://doi.org/10.31004/basicedu.v5i4.1111

Mutiani, M., & Faisal, M. (2019). Urgency of The 21st Century Skills and Social Capital in Social Studies. The Innovation of Social Studies Journal, 1(1), 1. https://doi.org/10.20527/iis.v1i1.1256

Mutiani, M., Handy, M. R. N., Wiyanarti, E., Abbas, E. W., Syaharuddin, S., & Jumriani, J. (2023). Strengthening the Content of Local History in Social Studies. *Yupa: Historical Studies Journal*, 124-136.

Oktavianto, Dwi Angga. Riset Pendidikan Geografi. Cipta Griya Pustaka, 2019.

Putra, M. A. H., Handy, M. R. N., Ilhami, M. R., & Abbas, E. W. (2023, August). Banjarese Cultural Values on the Floating Market as the Foundation of the Religious Character of the Community. In *4th Annual Civic Education Conference (ACEC 2022)* (pp. 597-603). Atlantis Press.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Rusmaniah, R., Putra, M. A. H., Handy, M. R. N., Ilhami, M. R., & Mutiani, M. (2023). Implementasi Pendidikan Lingkungan Hidup Pada Taman Konservasi Anggrek Tahura Sultan Adam: Environmental Education Implementation in Sultan Adam Forest Park Orchid Concervation Park. *Anterior Jurnal*, *22*(2), 47-52.

Sari, R., Jannah, F., & Rahmi, N. (2023). Meningkatkan Aktivitas, Motivasi Dan Hasil Belajar Menggunakan Model Ground Peat Untuk Siswa Sekolah Dasar. *DIKSEDA: Jurnal Pendidikan Sekolah Dasar*, *1*(1), 47-62.

Sugiyono, D. (2018). Metode penelitian kuatintatif, kualitatif dan R & D/Sugiyono. Bandung:

Syaharuddin, S., Mutiani, M., Handy, M. R. N., Abbas, E. W., & Jumriani, J. (2022). Putting transformative learning in higher education based on linking capital. Journal of Education and Learning (EduLearn), 16(1), 58–64. https://doi.org/10.11591/edulearn.v16i1.20373