



THE USE INTERACTIVE MULTIMEDIA IN GEOGRAPHY LEARNING TO INCREASE STUDENTS INTEREST IN LEARNING CLASS XI IPS SMA NEGERI 2 MAWASANGKA TENGAH

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Abstract

This study aims to determine the increase in student interest in learning with the use of interactive multimedia in learning geography of students of class XI IPS SMAN 2 Mawasangka Tengah. The subject of the research is XI IPS class students totaling 20 students. The type of research is classroom action research with research stages consisting of planning, implementation, observation, and reflection. Data was obtained from a questionnaire of learning interest and an observation sheet of learning activities. The results showed that students' interest in learning increased in each learning cycle implemented. In cycle 1, the results of the learning interest questionnaire had an average value of 56 which showed that 7 students had low interest in learning, 8 students had moderate interest in learning, and 5 students had high interest. After the implementation of the 2nd cycle action, students' scores have increased with an average score of 71 which shows 6 students have moderate interest and 14 students have high interest in learning. Therefore, it can be concluded that the use of interactive multimedia in learning geography can increase the learning interest of students of class XI IPS SMA Negeri 2 Mawasangka Tengah.

Keywords: Interactive Multimedia, Learning Interest, Geography Learning.

A. Introduction

Multimedia is defined as media that combines two or more elements consisting of text, images, graphics, audio, video, and animation that can function in an integrated manner to convey a message or information. (Mureiningsih, 2014). Interactive multimedia is a multimedia equipped with various interesting features that can provide new experiences for students in the learning process. Therefore, in the midst of current technological developments, a teacher is required to be able to present an innovation in the form of multimedia and interactive learning media. The development of interactive multimedia aims to produce a learning media that aims to support teachers in delivering the learning material taught. (Nafi'a, et al. 2020).

Interactive multimedia as learning media plays an important role in the learning process in the classroom. Because a learning material taught to students can be assisted by a learning media that is multimedia and interactive so that it functions as a channel for messages from a teacher to students so that learning can be achieved according to the desired goals. (Wiyono, 2015). Learning using interactive multimedia has several advantages and disadvantages, Husein (2017) explains that interactive multimedia can be used by students to learn independently,

increase student learning motivation, provide feedback, and its use really helps students in the learning process that is not boring. Meanwhile, the weakness of interactive multimedia is that its development requires understanding and skills and a long time.

Apart from the advantages and disadvantages in the development of interactive multimedia as learning media, interactive multimedia has enormous benefits in the learning process in the classroom. Therefore, a teacher is required to be skilled in compiling interactive media as learning media so that the teacher's task in teaching learning material can be achieved according to its objectives and increase student motivation and interest in learning. (Sherly, 2019). Low interest in learning in students can affect the effectiveness of the learning process when participating in the learning process, so efforts to increase student interest in learning are very important because interest in the implementation of learning can generate attention which is accompanied by the creation of learning concentration, prevent learning disorders, strengthen understanding of the learning material being taught and minimize boredom in learning. (Munarsih, 2020).

A teacher in the learning process needs to improve various skills that support his duties, besides that a teacher also needs to understand various forms of learning media that can be presented in the classroom. Because learning media is a tool in channeling information more interestingly. (Munir, 2013). The learning process accompanied by interactive multimedia will certainly produce meaningful learning so that it results in a more effective learning process and produces residuals that are more understanding and skilled. (Suharsono, 2016).

The results of previous studies have shown that learning accompanied by learning media in the form of interactive multimedia can create a more effective teaching and learning situation. (Nugroho, 2015). In addition, the existence of interactive multimedia as learning media can also generate motivation and stimulate student learning activities. (Supardi, 2018). However, before utilizing interactive multimedia as learning media, a teacher needs to understand a good learning plan in order to realize effective learning (Dewi, 2015). Based on this, interactive multimedia needs to be used in learning, especially at SMAN 2 Mawasangka in order to increase students' interest in learning in order to prevent boredom and decreased student interest in the learning process.

B. Methodology

1. Research Design

This research is a classroom action research that aims to improve and improve the quality of learning carried out by a researcher/teacher and focuses on the teaching and learning process in the classroom. Classroom action research is conducted as a form of self-reflection and an effort to improve learning outcomes through a process in learning. (Susilowati, 2018). Therefore, this research aims to improve the process of increasing students' interest in learning at SMAN 2 Mawasangka.

The research was conducted at SMAN 2 Mawasangka Tengah, Central Buton Regency, Southeast Sulawesi Province, Indonesia. The research subjects were students of class XI social studies at SMAN 2 Mawasangka Tengah who were enrolled in the even semester of the 2020/2021 school year with a total of 20 students in one class. The procedure of action taken is to apply learning by using interactive multimedia to increase the learning interest of students of class XI IPS in geography learning with learning materials namely the distribution of flora and fauna in the world and Indonesia. The research design used in this study is a classroom action research design consisting of four components based on the Kemmis & Taggart model where one cycle consists of planning, implementation, observation and reflection.

2. Instruments

The instrument used in this study consists of a questionnaire sheet of interest in learning, the instrument is used to facilitate in collecting data on student interest in learning. The questionnaire sheet used in this research was given to students during the final phase of the learning cycle. The learning interest questionnaire lattice used to compile the questionnaire sheet can be seen in table 1 below.

Table 1. Questionnaire grids for students' interest in learning.

Parameter	Favorable Question Number	Score	Option	Non- Favorable Question Number	Score	Option
Feeling happy/motivated in learning activities.	1, 4, 5, 17, 18, 19.	4	SS	11	1	SS
		3	S		2	S
		2	TS		3	TS
		1	STS		4	STS
Participation in learning activities.	3, 7, 10, 14, 20, 21	4	SS	13	1	SS
		3	S		2	S
		2	TS		3	TS
		1	STS		4	STS
Attention/understanding in learning activities.	2, 6, 8, 9, 15, 16.	4	SS	12	1	SS
		3	S		2	S
		2	TS		3	TS
		1	STS		4	STS

(Reference Source: Sulistiyono, 2014)

3. Technique of Data Analysis

The questionnaires of each student's interest in learning that have been collected will be calculated using the formula used, the results of the calculation will also serve to determine the level of student interest in learning at SMAN 2 Mawasangka Tengah by analyzing the average value of the level of student interest in learning along with the level of criteria. The formula is presented below

$$X = \frac{\sum Xi}{n}$$

Description:

X : Average

$\sum Xi$: Number of Respondent Scores

n : Number of Students/Respondents

The results of the average score will be analyzed based on the criteria for student interest in learning based on table 2 below:

Table 2. Criteria for student learning interest.

Criteria	Score
Low	< 50
Medium	50 – 70
High	> 70

(Reference Source: Azwar, 2012)

C. Findings and Discussion

1. Findings.

Student Learning Interest in Cycle 1 Learning

The implementation of cycle 1 action was carried out for 3 learning meetings consisting of 2 learning process meetings and 1 learning evaluation test. Implementation of geography learning using interactive multimedia learning media in class XI IPS SMA Negeri 2 mawasangka Tengah. The implementation of the research was carried out based on 4 stages starting from the planning, implementation, observation, and reflection stages. After going through these stages of implementation, data related to the research objectives were obtained. The interactive multimedia learning media used in cycle 1 learning is presented below.



Figure 1. Interactive multimedia learning video media display at meeting 1 of learning cycle 1.

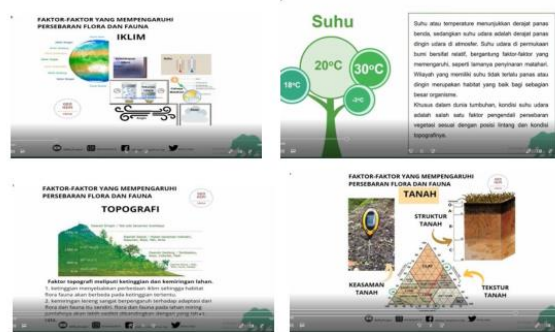


Figure 2. Interactive multimedia learning video media display at meeting 2 of learning cycle 1.

After the implementation of learning using interactive multimedia learning video media, based on the results of observations, several weaknesses of the learning process were found that need to be considered so that they can be material for improvement in the implementation of the next learning process. Some of the weaknesses found include:

1. In the implementation of the learning process, teachers are still not maximally linking learning materials with students' learning experiences.
2. Teachers are less than optimal in explaining the learning material taught to students.
3. The learning video media used still does not attract students' attention, this is because students are still not focused in following the learning process.
4. There are some students who have not been motivated in following the learning.
5. Students are passive in participating in learning group discussions.
6. There are some students who do not dare to express their opinions, questions and responses in the learning process.

This weakness affects the results of the analysis of student interest in learning. The results of the analysis of the student interest questionnaire showed that there were several students who had criteria for student interest in learning in the low category. The results of the questionnaire analysis of student interest in learning using interactive multimedia learning media in learning cycle 1 are presented in table 3.

Table 3. Hasil analisis data minat belajar siswa pada pembelajaran siklus 1.

Respondent	Learning Interest Score	Criteria for Learning Interest
Respondent 1	42	Low
Respondent 2	31	Low
Respondent 3	29	Low
Respondent 4	63	Medium
Respondent 5	63	Medium
Respondent 6	32	Low
Respondent 7	63	Medium
Respondent 8	79	High
Respondent 9	63	Medium
Respondent 10	28	Low
Respondent 11	80	High
Respondent 12	72	High

Respondent 13	63	Medium
Respondent 14	80	High
Respondent 15	63	Medium
Respondent 16	52	Medium
Respondent 17	63	Medium
Respondent 18	32	Low
Respondent 19	42	Low
Respondent 20	80	High
Jumlah	1120	

(Source: data analysis, 2021).

Based on student learning interest data in table 3. The average student interest in learning in cycle 1 learning is 56. The percentage distribution of student interest in learning is presented in table 4.

Table 4. Percentage of student interest criteria in cycle 1 learning.

No	Score	Total number of students	Percentage	Criteria
1	< 50	7	35%	Low
2	51 - 70	8	40%	Medium
3	>71	5	25%	High
Total		20		

(Source: data analysis, 2021)

Based on the results of the student interest in learning questionnaire in cycle 1 action, it shows the tendency of learning interest possessed by students, 25% of students have high learning interest, 40% of students have moderate learning interest, and 35% of students have low learning interest. After obtaining the results of the student interest questionnaire which still illustrates the low interest in student learning, it is necessary to carry out learning activities in cycle 2 action by making improvements and paying attention to the shortcomings in cycle 1 to be improved in cycle 2 action learning using interactive multimedia learning in order to achieve better learning objectives.

Student Learning Interest in Cycle 2 Learning

The implementation of learning in cycle 2 was also carried out for 3 learning meetings, the weaknesses and shortcomings found in cycle 1 learning activities have been attempted to be improved in cycle 2 learning so that it is hoped that the application of interactive multimedia in learning in cycle 2 can be carried out properly and optimally from the learning activities in cycle 1. The display of interactive multimedia learning media used in cycle 2 is presented in the following figure below.



Figure 3. Interactive multimedia learning video display on the material of the distribution of flora and fauna learning cycle 2.

After the learning implementation stage in cycle 2 has been carried out and making improvement efforts during learning activities to anticipate the shortcomings and weaknesses in cycle 1 learning are repeated in cycle 2 learning. So that students' interest

in learning can increase in cycle 2. The results of the analysis of student interest in learning in cycle 2 are presented in table 5 below.

Table 5. *The results of data analysis of student interest in learning cycle 2.*

No Respondent	Learning Interest Score	Criteria for Learning Interest
Respondent 1	633	Medium
Respondent 2	50	Medium
Respondent 3	50	Medium
Respondent 4	80	High
Respondent 5	77	High
Respondent 6	78	High
Respondent 7	76	High
Respondent 8	84	High
Respondent 9	77	High
Respondent 10	51	Medium
Respondent 11	84	High
Respondent 12	76	High
Respondent 13	77	High
Respondent 14	84	High
Respondent 15	76	High
Respondent 16	72	High
Respondent 17	78	High
Respondent 18	53	Medium
Respondent 19	64	Medium
Respondent 20	84	High
Total	1434	

(Source: data analysis, 2021).

Based on student learning interest data in table 4. The percentage distribution of student interest in learning to determine the tendency of high-low interest in learning is presented in table 6 below.

Table 6. *Percentage of student interest criteria in cycle 2 learning.*

No	Score	Total number of students	Percentage	Criteria
1	< 50	0	0%	Low
2	51 - 70	6	30%	Medium
3	>71	14	70%	High
Total		20		

(Source: data analysis, 2021)

Based on the classification of student interest questionnaire results in table 6 in cycle 2, it shows the tendency of interest in learning owned by students where there are 70% of students who have a high interest in learning and students who have a moderate interest in learning as much as 30%. Based on the results of the assessment of student interest in learning which shows that the average score and interest in learning is higher than cycle 1 and there is an increase in cycle 2. This is supported by the results of observations that show students are happy with the use of learning media in the form of interactive multimedia, students look so enthusiastic about the material presented by the teacher and actively ask questions and express opinions during the implementation of the learning process.

2. Discussion

The implementation of learning carried out in 2 learning cycles using learning media in the form of interactive multimedia has shown an increase in learning interest in the

implementation of the learning process in geography subjects in class XI IPS SMA Negeri 2 Mawasangka Tengah. The results of the calculation of the classification of student interest in learning questionnaires in the first cycle of action with the composition of the percentage of interest in learning in the high category of 25%, the medium category of 40%, and the high category of 35%. Based on these results, improvements need to be made, this aims to improve the quality of learning with various improvement efforts that need to be made by a teacher. (Supriyono, 2018). This improvement effort can be seen from the results of learning interest which has increased in cycle 2 learning with the composition of the percentage of learning interest in the high category of 70% and the moderate category of 30% of the total 20 students who participated in the learning process.

The increase in students' interest in learning geography subjects using interactive multimedia learning media causes students to have a feeling of pleasure in participating in the learning process. Generating student excitement in the learning process is one of the teacher's tasks that must be endeavored (Tafonao, 2018), with various strategies such as providing various kinds of animated learning media, images, and learning videos (Johari, 2016), including by organizing ice breaking activities in the learning process which will certainly help improve students' literacy skills (Hariyadi, et al. 2022) and increased student motivation which also has an influence on student learning achievement in specialization of geography subjects (Hariyadi, et al. 2023). This also needs to be considered because student participation in every learning activity will slowly have an impact on increasing student interest in learning (Widayarto, 2019).

Some factors that show the high and low interest in student learning are also influenced by internal and external factors, such as the physical condition of students, the family environment, the atmosphere of the learning class, the teacher's teaching methods, the relationship between students and the school environment such as the facilities available at school that support the implementation of learning (Slameto, 2015). This can also have an influence on student interest in learning. Therefore, efforts need to be made by teachers to be able to increase student interest in learning, one of which is by providing learning media in the form of interactive learning media that can increase student interest in learning and create a sense of pleasure in students to take part in the learning process, because interesting and fun learning media will make it easier for students to understand learning material and increase interest in learning (Setyani, 2016).

The impact obtained by students of class XI IPS SMA Negeri 2 Mawasangka Tengah from the application of learning media in the form of interactive multimedia is that students who initially have low interest in learning will experience changes in high interest in learning, then student enthusiasm will be seen during the learning implementation process so that students are more active in asking questions and expressing opinions, besides that students actively discuss with group friends, this can be seen directly during the learning process. The use of interactive multimedia learning media will ultimately have a positive impact on students of class XI IPS SMA Negeri 2 Mawasangka Tengah. The application of interactive multimedia learning media can provide positive values such as helping students understand concepts in learning materials, clarifying messages, and generating learning motivation in students (Pardosi, 2015). So learning by using interactive multimedia is one way that can be used by teachers to stimulate and increase student interest in learning.

D. Conclusion

The use of learning media in the form of interactive multimedia can increase student learning interest in geography subjects with material on the distribution of flora and fauna in the world and Indonesia in class XI IPS SMA Negeri 2 Mawasangka Tengah. This is evidenced by the average value of student learning interest in cycle 1 of 56 and the average value of student learning interest in cycle 2 of 71. The percentage of student learning interest criteria from 20 students who took part in learning in cycle 1 shows the tendency of learning interest possessed by students, 25% of students have high learning interest, 40% of students have moderate learning interest, and 35% of students have low learning interest. Whereas in cycle 2, it shows the trend of learning interest possessed by students where there are 70% of students who have a high interest in learning and 30% of students who have a moderate interest in learning.

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