The Influence Of Interactive Learning Media To Increase Learning Motivation And Learning Outcomes For Early Childhood

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abstrak
Specific learning objectives, pedagogical approaches, and the overall learning environment must be taken into account when assessing the impact of interactive media on student motivation and learning outcomes. Learning media have a major influence on children's ability to understand the material presented. This is because the media used is able to provide a real and concrete understanding of the message so that the message conveyed is clearer and deeper
The research design used causal quantitative by administering a pretest posttest to young children in Labschool Kindergarten with a number of 25 objects, analysis using the SPSS version 24 program. Based on the summary of the results of the hypothesis test as shown in Table 3 with the results in the first hypothesis test P Value of 0.073 means P> 0.05, in the second hypothesis test P Value of 0.078 means P> 0.05 and in the third hypothesis test P Value is 0.065 means p> 0.05 then in all these tests the zero hypothesis is rejectedThe findings support the hypothesis that interactive multimedia has a positive effect on student motivation and learning outcomes in special subjects on the theme of Introduction to Pancasila in Kindergarten. IKIP PGRI Labschool
keyword. interactive learning media, motivation, and learning outcomes

INTRODUCTION

The role of interactive media in early childhood education has been a topic of increasing interest in recent years. Peran media interaktif dalam pendidikan anak usia dini telah menjadi topik yang semakin menarik dalam beberapa tahun terakhir, Intuitively media encompasses a exceptionally vital part in learning because it can offer assistance instructors make it less

demanding to communicate learning fabric and deliver dynamic and fun learning. Learning media includes a big influence on children's faculties in understanding the fabric being displayed. This can be since the media utilized is able to make a sense of understanding the message in a genuine and concrete way so that the fabric passed on is clearer and more nitty gritty. (Primamukti & Farozin, 2018; Rohmani, 2019). Research has shown that the use of interactive media can significantly impact the motivation and learning outcomes of young students. Interactive media, such as touchscreen devices, computer-based learning programs, and multimedia presentations, can engage students in a more dynamic and immersive learning experience, leading to increased motivation and better retention of information.(Hariyani et al., 2022; Rohmani, 2019)

One study found that interactive media can help young children develop communication and creative skills, especially when they observe an adult using the technology before trying it themselves.. Additionally, research has shown that using novel interactive media can improve children's performance on tasks such as letter and number recognition, as well as their understanding of the device itself. (Hariyani et al., 2022; Nurdin et al., 2023; Primamukti & Farozin, 2018)

However, it is important to consider the broader social context when evaluating the effectiveness of interactive media in the classroom. Factors such as socioeconomic status, access to technology, and digital literacy of both students and teachers can significantly impact the integration and effectiveness of interactive media in early childhood education. Additionally, the specific learning objectives, pedagogical approaches, and the overall learning environment should be taken into account when assessing the impact of interactive media on student motivation and learning outcomes(Decaro, 2013)

Theoretical Framework
Interactive learning media

The use of interactive learning media in teaching and learning activities can increase children's interest in learning, increase motivation and stimulation of learning activities, create a good response between educators and children and influence children's psychology. This is supported by(Fahira et al., 2021) states that "A technological interaction professional development model for practicing teachers". This statement implies that technology will always be an important component in education and everyday life. Young children can benefit from using this technology to practice general skills, communicate more effectively, and understand subjects better.

Multimedia is a learning tool resulting from technological developments, especially in the field of education. The use of multimedia in learning is considered effective and can create a pleasant learning atmosphere thereby increasing children's interest in learning (Febiharsa & Djuniadi, 2018) Menarik minat belajar anak adalah tujuan awalbagi guru sebelum melaksanakan proses pembelajaran. Minat belajar anak usia dini akan meningkat jika guru bisa merancang pembelajaran dengan baik dan sesuai agar anak bisa berkembang dengan baik juga (Uti et al., 2021)

Effendi (2020) In his research, he developed multimedia interactive learning media that helps motivate students in studying material related to prayer. The results of his research show that the media he developed can improve students' ability to understand Islam, especially the steps

in carrying out prayers. Learning in early childhood places more emphasis on play in delivering material in the learning process to optimize various aspects of development. This is in line with the opinion (Lase & Purba, 2020) that childhood is a golden age, at this stage children have various excellent potential for development, it is hoped that they can develop optimally and can form personality traits that can be accepted by their environment..

(Arsyad, 2013) states that there are five elements of interactive multimedia, namely text, graphics, audio and animation. Apart from that, there are also multimedia elements, namely facsimile, hologram, image, interactive video, live video, which are images that can be seen from the basic types stored in multimedia objects.

Each learning media definitely has its own benefits. If implemented effectively, interactive multimedia in teaching and learning activities will provide This is a very important benefit for the educational process.

The advantages include teaching and learning activities not too boring, student concentration increases, class time is more efficient, the quality of learning is more memorable, and the

Sound →
Teks →
Graphics → Interaktif → Media
Animation →
Video →
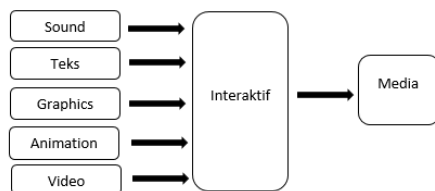
ability to carry out learning activities anywhere can be mentioned. (Hariyani et al., 2022; Pathuddi et al., 2019)

Interactive learning multimedia has the advantage of containing a combination of images, texts, videos, audio, and graphics that can attract students' attention. Student participation will be higher, allowing them to dig deeper into the material. Flexibility is more in accordance with the state of students and is able to simulate objects that cannot be presented in class. (Ilmiani et al., 2020; Liew et al., 2017)

Motivasi

Learning motivation is very necessary in the learning process because it is one of the supporting elements of learning success. Children with high learning motivation with children with low learning motivation are clearly visible the difference in the behavior that is raised which is then referred to as indicators of learning motivation. Learning motivation indicators include the following: (1) the existence of a successful desire in learning (2) There is an encouragement in learning (3) the existence of future ideals in learning (4) The existence of awards in learning (5) The existence of interesting activities in learning, so as to enable a person early childhood to be able Learn well and fun(Ningrum et al., 2021; Valencia et al., 2015). If seen from the indicator, the character of children who are motivated to learn will have an impact on success in learning objectives so that it is necessary to consider and analyze the factors supporting learning motivation.

Learning Motivation A child varies depending on several factors described and can be seen through indicators of learning motivation. This condition can be used to classify children who have high and low motivation, and can be used for analysis and other needs related to

children's learning assessment, especially in kindergarten which is part of early childhood education.(Ningrum et al., 2021)

learning outcomes

Learning results are broadly characterized as the accomplishment of the learning handle. Learning results can be categorized in cognitive spaces (information), full of feeling (demeanor) and psychomotics (behavior). In this ponder the learning results are coordinated more at the cognitive space indeed in spite of the fact that they don't deny the full of feeling and psychomotor spaces of children. Learning results are changes in behavior gotten by learners after encountering learning exercises (Febiharsa & Djuniadi, 2018)

Learning outcomes are also the ability obtained by students after going through learning activities . Learning outcomes are changes in the results of personal input in the form of motivation and expectations for success and input from the environment in the form of design and motivational management have no effect on the amount of effort poured out by students to achieve learning goals(Chen et al., 2019; Utama et al., 2019). A person can be said to have learned something if in him a change has occurred, but not all changes that occur. So learning outcomes are the achievement of learning objectives and learning outcomes as a product of the learning process, then the learning outcomes are obtained.

Methodology

This investigate design that's trying to find the influence of certain (free) factors on other factors (bound) may be a causal quantitative sort inquire about (Sudjana, 2017). This think about employments inquire about strategies that contain methods and how to confirm information required to fathom and reply investigate issues Assurance of investigate respondents, the lesson chosen as the subject of this consider utilized the research strategy of investigate since of the taking of respondents from the existing populace (Sarmanu, 2017) In this way the full number of understudies at TK Labschool IKIP PGRI Jember

Result

To discover out the test comes from a populace that's ordinarily dispersed or not. In the event that the esteem of .

Tabel 1. Normality test data

No	Varian Uji	P Value
1	Motivation to learn	0,07
2	Learning outcomes (aspects of cognitive development)	0,09
3	Learning motivation- learning outcomes (aspects of cognitive development)	0.08

In the table above the data normality test results with P-value learning motivation of 0.07, P-value learning outcomes of 0.09 and P-Value learning motivation-learning are 0.08. With these results it can be stated that overall data is normally distributed. With this also, a hypothesis test can be determined using parametric statistics. Data from the homogeneity test results obtained P value <0.05, so H0 is rejected means the sample of a homogeneous population or homogeneity is met. Homogeneity test results are presented in the table 2.

Tabel 2. Homogeneity test data

No	Varian Uji	P Value
1	Motivasi	0,65
2	Learning outcomes (aspects of cognitive development)	0,68
3	Learning motivation- learning outcomes (aspects of cognitive development)	0,56

Table 2 is a summary of the results of the data homogeneity test with the acquisition of learning motivation of learning of 0.65, p-value of learning outcomes of 0.68 and p-value learning motivation and learning of learning of 0.56. With these results it can be stated that overall data is homogeneous. With this result, the hypothesis test can be determined using parametric statistics.

The use of different t tests and f interaction in hypothesis testing is the most relevant approach considering that research uses only one independent variable and two dependent variables. The summary of the hypothesis test results is presented in Table 3 as follows;

Tabel 3. Hypothesis test results

Source data	Number of type squares III	Df	Average	F	Sig
Intersep	60216,08	1	4371,9	1095,01	0,000
Use of multimedia-motivation to learn	117,41	1	101,3	1,541	0,073
Multimedia-learning results	111, 52	1	116,7	1,523	0,078
Multimedia-motivation to learn-learning	119,31	1	119,8	0,63	0,065
Error	2091,1	1	-	-	-

Based on the summary of the results of the hypothesis test as shown in Table 3 with the results in the first hypothesis test P Value of 0.073 means P> 0.05, in the second hypothesis test P Value of 0.078 means P> 0.05 and in the third hypothesis test P Value is 0.065 means p> 0.05 then in all these tests the zero hypothesis is rejected.

DISCUSSION

To discover out the test comes from a populace that's regularly dispersed or not. In case the esteem of P The test comes about within the to begin with theory create p esteem> 0.05 which gives the conclusion that Ho or Nil Theory is rejected to "There's no impact on the utilize of intuitively interactive media on learning inspiration in kindergarten. Labschool IKIP PGRI Jember, so the theory gotten is the work theory that's "There's an impact of the utilize of intuitively interactive media on learning inspiration in kindergarten. Labschool IKIP PGRI Jember ".

These comes about can be clarified by a few suppositions of specialists and specialists as well as from the comes about of past thinks about. Intuitively interactive media -based learning media can impact the learning inspiration of kindergarten children. Labschool IKIP PGRI Jember since it has its possess benefits and preferences. The benefits of learning media are: 1) Learning media can clarify the introduction of messages and data. 2) Learning media can move forward and coordinate the consideration of children so that they can lead to

learning inspiration and the plausibility of understudies to memorize on their possess. 3) Learning media can overcome the confinements of faculties, space and time. 4) Learning media can give a common encounter to understudies (Arsyad, 2013).

Within the benefits of growing the introduction of data, specifically learning materials will certainly interlocked with the benefits of the media in overcoming the impediments of the senses, space and time. This is often exceptionally consistent since much obliged to the help of learning media, learning objects that are troublesome to show specifically or the child watches specifically will be settled .

In expansion, through learning media, the balance and equalization of the conveyance of data will be made, specifically learning fabric. And the foremost vital thing is with the presence of a more varied and communicative appearance within the introduction of learning materials will progressively make children interested and moved excited approximately learning so that their learning inspiration increments .

Interactive multimedia -based learning media displays audio elements and visualization of learning materials so that it will give the impression of meaningful learning to children. The impact of this condition will increasingly make children triggered to listen and can stimulate their attention.

The test results in the first hypothesis produce p value> 0.05 which gives the conclusion that Ho or Nil Hypothesis is rejected to "There is no influence on the use of interactive multimedia on student learning outcomes Theme: Introduction to Pancasila in TK. Labschool IKIP PGRI Jember ". So that the hypothesis received is the work hypothesis that is "There is an influence of the use of interactive multimedia on student learning outcomes Theme: Introduction to Pancasila in TK. Labschool IKIP PGRI Jember.

These results can be explained by the study of interactive learning multimedia itself both from the strengths and characters. Interactive learning multimedia can provide material presentation with interesting audio visuals. This media can simplify learning material that is quite complicated, cutting distance and time. In the sense that through multimedia -based learning media will be very helpful in preparing learning material from actual conditions to imitation that is easily understood. For example, it will convey the landscape of Indonesia or the sovereignty of the Unitary State of the Republic of Indonesia does not need to travel around the archipelago but is quite represented by watching a video about it.

In addition to this, through interactive learning media can be designed and the delivery of learning materials according to the needs and characteristics of children. Learning materials are packed with animation and most of the cartoon -based which is certainly a child's favorite show. Presentation of learning materials with funny design/cartoon relevant to the pattern of early childhood education, namely learning while playing.

Learning material with the theme Introduction to Pancasila is presented with an attractive appearance through presentations in the form of writing and video as well as sounds from the song Garuda Pancasila. Children are very enthusiastic and cheerful in participating in the learning process in the classroom. Children's happy and enthusiastic learning conditions are what makes it easy to grasp learning material. This is because learning media is any tool that can be used as a channel for messages to achieve learning goals(Wuryanto, 2016). The aim of learning is to achieve the learning message, namely the learning material. Based on direct observations and interviews of researchers with teachers, it was stated that the delivery

of learning material using interactive learning media was very helpful and effective as well as efficient in terms of time and energy..

The results of testing the first hypothesis produced a p value > 0.05 which concluded that Ho or the null hypothesis was rejected so "There is no effect of using interactive multimedia on student motivation and learning outcomes: Introduction to Pancasila in Kindergarten. Labschool IKIP PGRI Jember". So the hypothesis that is accepted is the working hypothesis, namely "There is an influence of the use of interactive multimedia on learning motivation and student learning outcomes together with the theme: Introduction to Pancasila in Kindergarten. Labschool IKIP PGRI Jember.

The joint or interactive influence of using interactive multimedia-based learning media on learning motivation and learning outcomes can be understood because interactive multimedia will arouse children's enthusiasm for learning. By encouraging children's enthusiasm for learning or learning motivation, this will automatically increase the intensity, seriousness of learning, focus on learning and ultimately boost learning outcomes in the form of aspects of children's cognitive development..

The advantages of interactive multimedia-based learning media are that it can simplify learning objects of study, cut time and distance in studying certain learning material that is difficult to do directly, provide effectiveness and efficiency in delivery and most importantly, the material is presented with an attractive appearance according to the development and learning patterns of children. Early childhood is learning while playing. With this presentation, it is very clearly manifested the interaction of the influence of interactive multimedia-based learning media on learning motivation as well as learning outcomes.

Conclusion

In conclusion, the study found that there is a significant influence of interactive multimedia on learning motivation and learning outcomes in kindergarten. The use of interactive multimedia-based learning media provides various benefits, such as clarifying the introduction of messages and information, overcoming limitations of senses, space, and time, and providing a more engaging and communicative learning experience. The interactive nature of the media stimulates children's attention and increases their enthusiasm for learning. This ultimately leads to improved cognitive development and learning outcomes. The findings support the hypothesis that interactive multimedia has a positive impact on student motivation and learning outcomes in the specific theme of Introduction to Pancasila in Kindergarten. Labschool IKIP PGRI Jember.

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