**JDIL**
Journal of Diversity in Learning
**p2776-3730. eISSN 2774-6690**
Vol. 2. No. 3. December 2022

# The influence of the use of instructional media and interest in the learning outcomes of the pack and the manners of fifth grade elementary school students

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## Abstract

This research was conducted with the aim of knowing the effect of the use of instructional media and interest in the learning outcomes of PAK and the characteristics of fifth grade elementary school students. This study has three research objectives, namely: 1) is there an effect of the use of learning media on the learning outcomes of PAK and Budi Pekerti, 2) is there an effect of asking for the level of learning on the learning outcomes of PAK and Budi Pekerti, and 3) there is an interaction between the use of learning media and interest in learning about the results of learning PAK and Budi Pekerti. The research method used is the experimental method, with a 2x2 factorial. The research sample consisted of 41 students who were located in 2 schools, namely Letwurung Christian Elementary School. The results of the study show that: 1) there is an effect of the use of instructional media on the learning outcomes of PAK and Budi Pekerti. 2) There is an influence of interest in learning on the learning outcomes of PAK and Budi Pekerti and 3) there is an interaction between the use of learning media and interest in learning on the learning outcomes of PAK and Character. Likewise the use of instructional media and learning interests affect the learning outcomes of PAK and Characteristics of fifth grade elementary school students.

**Keywords:** Learning Media, Interest in learning, learning outcomes.

## Introduction

Education is a human effort to grow and develop innate potentials, both physical and spiritual according to the values that exist in society and culture (Baxter & John, 2021). Education is a reciprocal process of each human person in adjusting himself to nature, friends, and the universe (Gorski, 2009; Walton, 2021). Education is the process of bringing desired changes in human behavior (Dahal, Topping, & Levy, 2019) . Education can also be defined as the process of acquiring knowledge and habits through learning or study.

According to UNESCO *"Eduxcation as organized and sustained communication designed to bring about learning"* (education ie organized and continuous communication designed for foster learning). Education is something that has a role important in life, because education is an effort every humans to collect as much stock and as best as possible to live in the future. As already listed in RI Law No. 20 of 2003 concerning the National Education system (Sisdiknas) in Chapter 1 Article 1 paragraph 1 which reads: "Education is a business conscious and planned 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 character, as well as the skills needed by himself, the community, the nation and the State (RI Law No.20, 2003).

The development of science and technology is increasingly encouraging renewal efforts in the use of technological results in the learning process (Carayannis, Barth, & Campbell, 2012; Yang, 2012) . Teachers are required to be able to use the tools that can be provided by the school, and it is possible that these tools are in accordance with the times (Suryanto, Degeng, Djatmika, & Kuswandi, 2020). Teachers can at least use cheap and efficient tools which, although simple, are mandatory in an effort to achieve the expected teaching goals. Besides being able to use the available tools, teachers are also required to be able to develop skills in making learning media that will be used in the teaching and

learning process if the required media is not yet available (Hafizah, 2020; Harmer & Hill, 2021) . This problem is very clearly felt by students because of the fact that now it is very rare for teachers to often use learning media in the teaching and learning process at school, even though one of the tasks of an educator or teacher is how to organize learning so that it can run as effectively and efficiently as possible to achieve learning goals. The according to (Arsyad, 2011) media when understood broadly is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes (Arsyad, 2011).

The use of appropriate media by the teacher will affect the learning outcomes of the students concerned. The use of learning media is not only useful for helping teachers in delivering material but also has the aim of making it easier for students to accept the material presented. The use of instructional media in the teaching and learning process in the classroom can be carried out through several steps, namely as follows: (1) The teacher first identifies the main points of the lesson content to be delivered; (2) The teacher should choose the technique or method he wants to use in conveying lessons to children; (3) The teacher must check whether the media he will use is in good condition and can function properly (Badru Zaman et al., 2015; Guzzardo et al., 2021; Hafizah, 2020; Khoiri & Kuswoyo, 2021).

This learning media is not just an ordinary thing, but has a clear purpose in its application. Because something that is done without purpose will not be directed to the things you want. Likewise, in learning media. So that there are several objectives in the use of learning media, namely: (1) Facilitate the learning process in class, (2) Increase the efficiency of the learning process, (3) Maintain the relevance between material and learning objectives, (4) Help learner concentration in the learning process (Degeng, 2013; Joyce, 2015).

The current reality is that education is still dominated by the view that knowledge is a set of facts that must be memorized. Most students only memorize concepts and are less able to relate what they have learned with its application to new situations (Colwell, Gregory, & Taylor, 2021; Fırat & Bildiren, 2021) . Christian Religious Education (PAK) also experiences the same thing, research results generally reveal that the PAK learning process is trapped in the memorization process which only touches on low-level cognitive development.

Another cause besides intellectual intelligence is the lack of interest in student learning to study Christian Religious Education (PAK). Interest is a response to something that is liked or disliked. Interest is an aspect of a person's behavior that tends to be more positive, in fact, many students are not happy, feel forced or just carry out an obligation (Zimmerman, 2000) . Of course, this is the result of a lack of understanding of the nature, benefits and employment of Christian Religious Education (PAK).

Student interest in learning is a force that will encourage students to learn. Students who are interested (happy attitude) to the lesson will appear to be constantly motivated to study hard, in contrast to students whose attitude only accepts the lesson. They are only moved to want to learn, but it is difficult to be able to continue diligently because there is no motivation. According to Slameto, "interest is a fixed tendency to pay attention to and remember some activities. Activities that are of interest to someone, pay attention to continuously accompany by a sense of pleasure (Slameto, 2010) . That is, one's determination to achieve something desired on the basis of pleasure and interest in something. Interest also as one of the internal factors has a role in supporting student achievement, students who are not interested in the subject matter will show an attitude that is less sympathetic, lazy and unenthusiastic about participating in the teaching and learning process (Hilliard, Kear, Donelan, & Heaney, 2020) . With an interest in learning in students, it will generate curiosity and pleasure in students to continue learning (Hilliard et al., 2020; Sutton & Wheatley, 2003; Tanner, Schmocker, Katsarov, & Christen, 2022) . Curiosity and pleasure in learning can be obtained from the material being taught and the way the teacher delivers the subject matter. If the lesson material and the way the teacher delivers the lesson are not in accordance with students' interests, then students will not study well because there is no attraction for them.

The learning process which is not conducive and the low interest in student learning in the learning process will affect student achievement in Social Sciences subjects (Daniela, 2015; Shepherd, 2018) . The lack of interest in student learning is due to the lack of effectiveness of the teacher in delivering the material and the methods used are less attractive and do not vary. So it is feared that student learning achievement will be low and the three domains of education (cognitive, affective and psychomotor) will not be achieved. In teaching and learning activities, the teacher acts as a teacher in class with the aim of teaching students, students act in learning, meaning experiencing the process and

improving the mental abilities of the students themselves. By the end of the teaching and learning process, students will obtain learning outcomes. Nawawi in Brahim (2007: 39) in (Susanto, 2015) states "Learning outcomes are defined as the level of success of students in learning subject matter at school which is expressed in scores obtained from test results to recognize a certain amount of learning material" (Bergey, Deacon, & Parrila, 2017; Jung, Jahnke, & Deprez, 2021; Parsons, Leonard, & Mitchell, 2006) .

Learning achievement is the result of learning achieved after going through the process of teaching and learning activities. Learning outcomes are influenced by various factors. Learning outcomes are abilities possessed by students after they receive their learning experience. Learning outcomes have a very important role in the learning process. In the process of achieving them, learning outcomes are strongly influenced by several factors, such as external factors and internal factors. External factors include family background, school especially classes when teachers teach using appropriate media, and society, while internal factors are physiological and psychological factors. Physiological factors are the general physical condition of the students, and psychological factors are internal factors that influence students in the learning process, including intelligence, attitude, talent, interest and motivation. Based on the background of the problems above, the writer is interested in taking the title of the thesis with a focus on the problem regarding.

## Method

This study uses a quasi-experimental research to test hypotheses regarding causal relationships between variables, so the research design used is a 2 x 2 factorial design (Degeng, 2000: 15, Setyosari, 2012: 180 in Tarumasely et al., 2020) ). The research design can be seen in table 1.

**Table 1.** 2x2 factorial design

| Free Variables | | Use of Defense Media | |
|---|---|---|---|
| Moderator Variables | | Classes Using Learning Media (A1) | Classes that do not use learning media (A2) |
| *Interest to learn* | Height (B1) | A1b1 | A2b1 |
| | Low (B2) | A1b2 | A2b2 |

Information:

1. Group A1B 1: Learning outcomes in classes that use learning media and high learning interest
2. Group A1B 2: Learning outcomes in classes that use learning media and low learning interest
3. Group A2B 1: Learning outcomes in classes that do not use learning media and high learning interest
4. Group A2B 2: Learning outcomes in classes that use learning media and low learning interest

The research subjects were fifth grade students of Christian Elementary Schools…. and SD Inpres…. Academic year 2022/2023, which consists of 2 classes. Each class numbered 21 and 20 people so that the total number was 41 people, then divided into two groups namely the experimental group and the control group. During the learning process, all students participated from the beginning of the learning activities to the end, both in the experimental class and the control class, thus the number of research subjects was 41 people. For more details about the research subject can be seen in the following table:

**Table 2.** Research Subjects Based on Experimental Group and Control Group

| No | Experiment Group | Control Group | Total students |
|---|---|---|---|
| | Total students | Total students | |
| 1 | 21 | 20 | 41 |
| Total | 21 | 20 | 41 |

The instrument used in this study consisted of tests and questionnaires. The form of the test is multiple choice, to measure PAK and Moral Learning Outcomes. The number of questions used is 10 questions with a score of 1 for a correct answer and a score of 0 for an incorrect answer. While the questionnaire is used to collect data related to interest consisting of 20 items, using a Likert scale with a range of 1 to 4. To classify research subjects based on high or low learning interest, it is done by finding the median value (median) using SPSS, the median value obtained is 92.5. Based on this midpoint, the research subjects who score below 92.5 are grouped into research subjects with low learning interest and research subjects who obtain scores above 92.5 are grouped into research subjects with high learning interest.

The data analyzed was divided into two, the first as a requirement for conducting ANOVA analysis and the second for testing the research hypothesis. For analysis requirements in the form of data normality test and homogeneity test. The data normality test used *Kolmogorov-Smirnov* and the variance homogeneity test used *Levene's test.* Data normality and homogeneity tests to fulfill parametric assumptions as a requirement of the ANOVA test. Data analysis to test the research hypothesis used a two-way ANOVA statistical technique with the SPSS *for Windows program.* And all parametric assumption tests were performed at a significant value of 5%.

## Results

*Concepts understands pretest result description*

Prior to conducting research and giving treatment, a pretest was carried out on students who would be involved in the research to find out their initial abilities related to the Subject of Religion and Ethics. Pretest results as in the table below:

**Table 3**. Pretest Results of Christian Religion and Moral Education.

| | N | Min | Max | Means | Std. D |
|---|---|---|---|---|---|
| Pretest (Experimental Class) | 41 | 60 | 73 | 66,15 | 4,276 |
| Pretest (Control Class) | 41 | 60 | 72 | 66 | 4,245 |
| Valid N (Listwise) | 50 | | | | |

Table 3. Shows that the average value of the pretest results of PAK and Budi Pekerti learning outcomes of the experimental class was 66.15, with a standard deviation of 4.276, while the average value obtained for the control class was 66 with a standard deviation of 4.245. The average value of the experimental class pretest is higher than the control class.

*Description of learning interest***.**

Interest in learning as a moderator variable is divided into two, namely high learning interest and low learning interest. The following table presents the results of measuring research subject groups based on learning strategies and learning interests:

**Table 4**. Description of Research Subjects Based on Learning Strategies and Learning Interests

| Class | interest to learn | | Total |
|---|---|---|---|
| | Tall | Low | |
| Who Uses Media | 11 | 10 | 21 |
| Those Who Do Not Use Media | 10 | 10 | 20 |
| Total | 21 | 20 | 41 |

Table 4 shows that the interest in learning for the experimental class (using media) is a group of subjects who have a high learning interest of 21 people, and those who have a low learning interest are 21 people, as well as for the control class (a class that does not use media) the group of subjects who 20 people have high learning interest, and 20 people have low learning interest.

*Description of the posttest results of learning outcomes, pier and characteristics*

The results of the post test results of learning PAK and Characteristics in this study were obtained after the research subject groups received treatment using learning media and those who did not use learning media. The results of the posttest learning outcomes of PAK and ethics are shown in table 4 below.

**Table 5.** Posttest Data on PAK and Moral Character Learning Outcomes

| Use of Learning Media | Interest to learn | Means | std. Deviation | N |
|---|---|---|---|---|
| Classes Using Learning Media | Tall | 88.48 | 5.160 | 11 |
| | Low | 86.04 | 5,423 | 10 |
| | Total | 87.26 | 7,431 | 21 |
| Classes That Do Not Use Learning Media | Tall | 82.96 | 5.148 | 10 |
| | Low | 76.43 | 4,305 | 10 |
| | Total | 77.70 | 6,370 | 20 |
| Total | Tall | 87.72 | 5,585 | 21 |
| | Low | 81.23 | 5.017 | 20 |
| | Total | 84.47 | 7.112 | 41 |

Table 5 above shows the learning outcomes of Pak and Budi Pekeri in the experimental group, namely the class that uses learning media with a group of students who have a high interest in learning, totaling 11 people, obtaining an average score of 88.48, with a standard deviation of 5,160, students who have a low interest in learning a number 10 people got an average score of 86.04, with a standard deviation of 5.423. Furthermore, the learning outcomes of PAK and Characteristics were obtained by the control class, the class that used learning media with high learning interest obtained an average score of 82.96, with a standard deviation of 5.148. While the group of students who have a low interest in learning obtains an average score of 77.43, with a standard deviation of 4.305

The results of the post-test showed that there were significant differences in the learning outcomes of PAK and Budi Pekerti in the experimental group and the control group. Based on the posttest results, the average value of PAK and Moral Education, learning outcomes for the experimental class was 87.26 with a standard deviation of 7.431 and for the control class 77.70 with a standard deviation of 6.370. This shows that the average value of the experimental class is higher than the average value of the control class. From the posttest results, the learning outcomes of Pak and Budi Pekerti with high learning interest averaged 87.72 with a standard deviation of 5.585, while the PAK and Budi Pekerti learning outcome scores for groups of students who had a low learning interest obtained an average score of 81.23 with a standard deviation of 5.017. This shows that the group of students who have a high interest in learning, the learning outcomes of PAK and Budi Pekerti are better than the group of students who have a low learning interest.

*Test requirements analysis*

To test the hypotheses proposed in this study, the variables studied were the independent variables, namely classes that used instructional media and classes that did not use instructional media, the moderator variable, namely an interest in learning and the dependent variable, namely the learning outcomes of PAK and Ethics. , was tested using ANOVA analysis (*Analysis of Variance)*, before carrying out the analysis first an examination of the research data was carried out using the ANOVA analysis requirements test, which included tests for normality and homogeneity of variance.

*Normality test*

The normality test is used to determine whether the data is normally distributed or not as a prerequisite test for conducting a two-way ANOVA analysis test. Following are the results of the posttest data normality test for understanding the concept:

**Table 6.** Posttest Data Normality Test Results Learning Outcomes Understanding Concepts

| | Use of Learning Media | Kolmogorov-Smirnov [a] | Shapiro-Wilk |
|---|---|---|---|

| | | Statistics | Df | Sig. | Statistics | Df | Sig. |
|---|---|---|---|---|---|---|---|
| PAK Learning Outcomes and Characteristics | who use learning media | .110 | 21 | 047 | .662 | 21 | .101 |
| | who do not use learning media | .141 | 20 | 010 | .658 | 20 | 059 |

Based on the table above, the results of the normality test using Kolmogorov- Smirnov show that the significance value of APK learning outcomes and ethical behavior for those who use learning media and those who do not use learning media is greater than 0.05 (0.47 > 0.05, 0.10 >0.05). This means that the data on PAK and Moral Education, learning outcomes are normally distributed.

***Homogeneity Test***

Homogeneity test to determine the homogeneity of the variance of the PAK learning outcomes score data and Characteristics using *Levene's test*, the results of the homogeneity test are presented in the table below:

**Table 7**. Posttest Data Homogeneity Test Results for PAK and Moral Education Learning Outcomes

| F | df1 | df2 | Sig. |
|---|---|---|---|
| .113 | 3 | 88 | .587 |

Based on the table above, the results of the homogeneity test show that the significance value of PAK learning outcomes and Characteristics for classes that use instructional media *and classes* that do not use instructional media is greater than 0.05 (0.587 > 0.05). This means that the data has a homogeneous variance matrix.

*Research hypothesis testing*

The research hypothesis consists of three:

1. Ho-1: there is no difference in the learning outcomes of PAK and Characteristics between students who use learning media and students who do not use learning media.
2. Ha-1: there are differences in the learning outcomes of PAK and Characteristics between students who use learning media and students who do not use learning media.
3. Ho-2: there is no difference in the learning outcomes of PAK and Student Behavior based on learning interest.
4. Ha-2: there are differences in the learning outcomes of PAK and Student Behavior based on learning interests
5. Ho-3: there is no interaction between the use of learning media and interest in learning about the results of learning PAK and Budi Pekerti
6. Ha-3: there is no interaction between the use of learning media and interest in learning about the results of learning PAK and Budi Pekerti.

To test the hypothesis above, the results of the ANOVA analysis are presented in the form of a *Test of Between-subject Effects* in the table below:

**Table 8**. Results of the Two-way ANOVA Test of Between –Subject Effects

| Source | Type III Sum of Squares | df | MeanSquare | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 2379.652 [a] | 3 | 793,217 | 31,396 | .000 |
| Intercepts | 483285043 | 1 | 483285043 | 19128.773 | .000 |
| STRATEGY | 292,348 | 1 | 292,348 | 11,571 | 002 |
| SELF_EFFICACI | 2066.261 | 1 | 2066.261 | 61,784 | .000 |
| STRATEGY * SELF_EFFICACI | 301043 | 1 | 301043 | 10,833 | 001 |
| Error | 2223.304 | 88 | 25,265 | | |
| Total | 487888000 | 92 | | | |

| | | | | | |
|---|---|---|---|---|---|
| Corrected Total | 4602957 | 91 | | | |

The results of the first hypothesis test based on the 2-lane Anova test in table 8 above show that for media use the calculated F value is 11.571 and a significance value of 0.02. The significance value is less than 0.05 (0.02 <0.05). Thus the null hypothesis is rejected, this means that there is a significant difference in the learning outcomes of PAK and Characteristics between groups that use learning media with an interest in learning towards the learning outcomes of PAK and Characteristics with groups that do not use learning media, second hypothesis test based on the 2-lane Anova test in table 8 above show that the calculated F value is 61.784 and a significance value of 0.00. The significance value is less than 0.05 (0.00 <0.05). Thus the null hypothesis is rejected, this means that there are significant differences in the learning outcomes of PAK and morals between groups that have *self* - interest in learning and those who have an interest in learning. Students who have higher learning outcomes PAK and Budi Pekerti better than groups of students who have a low learning interest.

The third hypothesis is that there is an interaction between the use of instructional media and learning interest on the learning outcomes of PAK and morals. The results of the 2-lane Anova test in table 8 above show that the calculated F value is 10.833 and a significance value of 0.01. The significance value is less than 0.05 (0.01 <0.05). Thus the null hypothesis is rejected, this means that there is an interaction between the use of instructional media and interest in learning on the learning outcomes of PAK and Characteristics.

## Discussion

Based on the results of hypothesis testing, the first hypothesis of this study is: there are differences in the learning outcomes of PAK and Ethics between students who use learning media and groups of students who do not use acceptable media. This means that the group of students who use media has higher learning outcomes compared to the group of students who do not use learning media. Sadiman (2006) said that students' understanding of a concept is highly dependent on the way the teacher presents the concept. When the teacher does not use media in learning activities, the learning that is created is passive, thus it will have an impact on students, where students will take part in learning without curiosity, without asking questions, and without interest and will ultimately affect learning outcomes, on the contrary when activities learning that is created is active, students will be enthusiastic to ask something. Students want answers to a question, need information to solve a problem, or find ways to do a task by being directly involved in learning activities. The main task of learning media is as a learning tool, which also influences the climate, conditions and learning environment organized and created by the teacher. In addition to stimulating student motivation and interest, educational media can help students increase understanding, present interesting and reliable data, facilitate interpretation of information, and summarize information.

The results of this study are supported by (Arrimada, Torrance, & Fidalgo, 2021) . In the visual learning style group and the auditory learning style group. The results of other studies also show that the use of media in the learning process can improve learning outcomes (Kolopita, Katili, & Thohir, 2022) , according to Kolopita and friends based on research they conducted on Computer and Basic Network subjects at SMK Negeri 1 Lolayan, Bolaang Mongondow Regency , the results obtained show that there is a difference in the average score before and after the use of learning media. The results showed that there was an effect of the use of Cisco packet tracer application learning media on student learning outcomes. The results of other studies that support the research above were also carried out by Tri Yulianti et al. They conducted research to determine the effect of using visual learning media on student learning outcomes in economics subjects in class XI IPS 1 SMA Negeri 1 Mempawah. The results of the research they found were the results of studying economics in students who used learning media, including the high category, so it could be concluded that there was a positive influence of the influence of learning media on economics learning outcomes.

The results of the second hypothesis test showed that there were significant differences in the learning outcomes of PAK and Emotional Behavior between groups with high learning interest and low learning interest. In other words, it can be said that interest in learning has a very significant influence on the learning outcomes of PAK and Moral Character. Besides that, when referring to the average score (mean) of PAK and Budi Pekerti learning outcomes, the group of students who have a high learning interest is 87.72, which is higher than the average score of the group of students who have a

low learning interest, which is 81.23. This means that a high learning interest has a better influence on the learning outcomes of PAK and Moral Character when compared to a low learning interest. Interest in learning is one of the internal factors that also influence learning outcomes. Interest has a great influence on the process and achievement of learning outcomes. If the subject matter being studied is not in accordance with the interests of students, students will not be interested in learning as well as possible. (Tambunan, 2018)

The findings of this study are in accordance with the findings of previous studies, including: Tambunan. (2018), Simbolon (2014), Binuni (2017). The results of research conducted by (Tambunan, 2018) which aims to determine the effect of student interest and learning readiness on biology learning outcomes for high school students in Stabat City. By using the ex post facto research method, the results show that there is an influence of interest on student learning outcomes. The results of this study are also in line with (Simbolon, 2014) that interest is basically a special concern. Students who are interested in a subject, their attention will be higher and their interest will function as a strong incentive to be actively involved in learning activities. Thus the learning process can take place well and students can achieve learning goals as expected, if they have a high interest in learning. The results of other studies were also carried out by (Jendra Binuni, Eva SN Kaunang, 2017) research conducted to determine the effect of student interest on student learning outcomes in Biology subject in class XA SMA Negeri 2 Tondano. The results show that interest can affect students' Biology learning outcomes. Based on the results of the research above, it can be said that a high interest in learning gives an interest and enjoyment value to the subjects to be studied.

Based on the results of ANOVA analysis per variable for hypothesis 3, a probability significance value of 0.927 was obtained and the calculated F value was 0.008. The significance value obtained is greater than the significance level of 0.05 (0.927 <0.05). In other words, it can be said that there is no interaction between the use of learning media (those who use learning media and those who do not use learning media) and learning interest (high and low) on the learning outcomes of PAK and Budi Pekerti. This means that even though the use of media and the level of interest in learning each separately affects the learning outcomes of PAK and Budi Pekerti, both the use of media and the level of interest in learning simultaneously do not affect the learning outcomes of PAK and Budi Pekerti. This is because both of them are equally strong in influencing the learning outcomes of PAK and Budi Pekerti. Based on the calculation of ANOVA Two Way (ANOVA), it can be concluded in general that the use of instructional media is more effective in improving the learning outcomes of PAK and Ethics for both students who have a high learning interest and students who have a low learning interest.

Students who have a high level of interest in learning obtained higher learning outcomes in PAK and ethics compared to students who have a low level of interest in learning, both those who use media and those who do not use learning media. However, both the use of media and interest in learning did not show any interaction effect on the learning outcomes of PAK and Characteristics. This is evidenced by the image below:

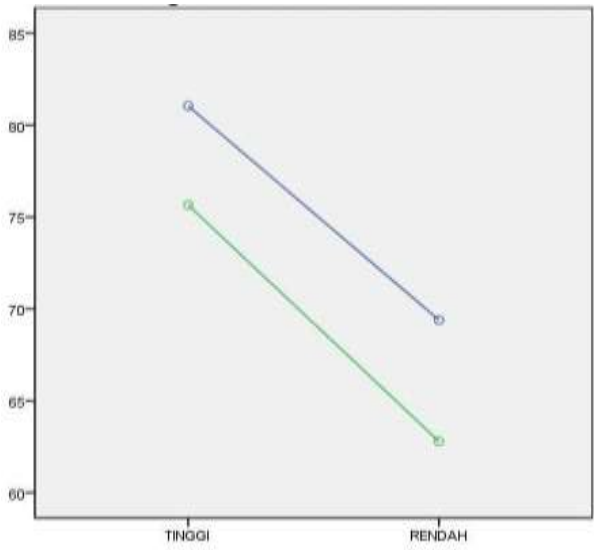


**Figure 1.** Graph of the Effect of Interaction between Media Use and the Level of Interest in Learning on PAK Learning Outcomes and Character

The information on the two graphs above, where the lines of use of learning media are above and the line of interest in learning is far below, this shows that the two lines do not touch and look parallel, thus it can be said that the two lines do not interact, meaning that the two independent variable, the use of learning media with interest in learning there is no significant interaction. Thus, it can be presumed that both those who use instructional media and those who do not use instructional media have a strong influence in improving the learning outcomes of Pak and Budi Pekerti. Students with a high level of interest in learning have higher learning outcomes Pak and Budi Pekerti than students with a low level of interest in learning. This finding is in accordance with the working hypothesis (Ho). This is based on the premise that in a factorial analysis of variance, if the independent variable and the moderator variable are each strongly suspected of having an influence on the dependent variable. So the interaction effect of the independent variable and the moderator variable on the dependent variable is weak and not significant. The influence of the variable use of instructional media is thought to have a strong influence on the learning outcomes of Pak and Budi Pekerti students, this is supported by theoretical and empirical studies.

Theories regarding the use of instructional media were put forward by McKown in (Miftah, 2018) according to him the four functions are as follows. Changing the focus of formal education, which means that with learning media that was previously abstract to become concrete, the learning that was theoretical becomes functionally practical. Second, generate learning, motivation, in this case the media become extrinsic motivation for students, because the use of learning media becomes more attractive and focuses students' attention. Third, provide clarity, so that the knowledge and experiences of students can be clearer and easier to understand, the media can clarify this. Finally, fourth, namely providing learning stimulation, especially the curiosity of students. Curiosity needs to be stimulated so that curiosity always arises which must be fulfilled through the provision of media. Thus it can be said that the media can help students to understand difficult or abstract material, because difficult or abstract material makes students confused and pessimistic about learning, the media also makes students curious, everyone has curiosity, but that desire will disappear when it is not confronted with a real form or event. With media students can see the events that occurred in the past, places that are difficult to reach can be realized or seen directly by students.

The influence of the second independent variable that the researcher wants to know is interested in learning. This variable indicates that the level of interest in learning that is owned by students will have a strong influence on the learning outcomes of PAK and Budi Pekerti. This is evidenced by the theory and research results that support the effect of interest on learning outcomes. Theoretical study as put forward by (Rizky Meuthia Karina, Alfiati Syafrina, 2017), which states that there is a positive relationship between interest and learning outcomes, (Tambunan, 2018b), there is an influence of interest in learning science learning outcomes. When someone has an interest in something, in this case students have an interest in PAK and Moral Education subjects, then students will take the lesson seriously, do all the assignments given, and are always present when the teacher delivers the material, where this will have an impact on mastering the material and understanding of the material and when exams are carried out as a measure of student success, students tend to get good results.

Theoretical and empirical support for the main influence of the use of instructional media and the influence of the two learning interests on the learning outcomes of PAK and Budi Pekerti has an impact on the weak interaction of the use of learning media and learning interest on the learning outcomes of Pak and Budi Pekerti. The research findings found that there was no interaction between the use of instructional media and interest in learning on the learning outcomes of Pak and Budi Pekerti. Thus, it can be said that the two variables, both independent and moderator variables, have a strong role and influence in their role in increasing learning outcomes.

## Conclusion

Based on the results of the research and discussion in chapter four and chapter five, it can be concluded as follows: There is a significant difference in the learning outcomes of PAK and Characteristics in the subject group of students who use learning media with students who do not use learning media. This means that students who are taught by using instructional media, *the* learning outcomes of Budi Pekerti are higher than students who are taught by not using learning media. There are differences in the learning outcomes of PAK and Budi Pekrti in groups of students who have a high

level of interest in learning and students who have a low level of interest in learning. This means that students who have a level of interest in learning students who have high learning outcomes PAK and ethics are higher than students who have a low level of interest in learning. There is no interaction between the use of learning media (those who use learning media and those who do not use learning media) and learning interest (high and low), on the learning outcomes of PAK and Moral Character.

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