

Enhancing Fourth-Grade Students' Learning Interest in Cultural Arts through Interactive Media

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Abstract

This research was motivated by the low learning interest of Grade IV students in the Cultural Arts subject at SDN 25 Sabbamparu, characterized by a lack of student involvement and active participation during the learning process. This study aimed to increase students' learning interest through the application of interactive media. This research was a Classroom Action Research (CAR) using the Kemmis and McTaggart model design, which consists of four stages—planning, acting, observing, and reflecting—carried out over two cycles in the second semester of the 2025/2026 academic year. The research subjects were 25 Grade IV students. Data were collected through learning-interest observation sheets, learning-implementation observation sheets, questionnaires, and documentation, then analyzed descriptively using both qualitative and quantitative approaches. The instrument was developed based on four indicators of learning interest, namely feelings of enjoyment, involvement, attraction, and attention. The interactive media applied combined visual, audio, video, and animation elements through educational games, simulations, digital platforms, and instructional videos to stimulate students' active participation. The results showed that the percentage of students' learning interest increased from 52.40% (moderate category) in the pre-cycle to 71.75% (high category) in Cycle I, and reached 85.25% (very high category) in Cycle II. The implementation of learning also increased from 76.67% (good) in Cycle I to 94.58% (very good) in Cycle II. The research was declared successful because it exceeded the predetermined success indicators, namely a minimum learning interest of 75% and a minimum learning implementation of 80%. It can be concluded that the application of interactive media was found to effectively improve the learning interest of Grade IV students in the Cultural Arts subject.

Keywords: Interactive media, learning interest, cultural arts, CAR.

INTRODUCTION

Education is one of the important factors in improving the quality of human resources. Through education, learners not only acquire knowledge but also develop the skills, creativity, attitudes, and character needed in life. The Cultural Arts subject plays an important role in developing students' creativity because it focuses not only on the mastery of knowledge but also on students' ability to express ideas, imagination, and skills through various artistic activities. Effective Cultural Arts learning requires the support of instructional media that can help students understand the material while fostering their interest in participating in the learning process. Based on the results of preliminary observations at SDN 25 Sabbamparu, the learning interest of Grade IV students in the Cultural Arts subject was still relatively low, marked by a lack of student activeness in participating in learning activities, low participation in discussions and question-and-answer sessions, and students' enthusiasm during learning that had not yet been optimal.

Various previous studies have shown that interactive media have a positive effect on the learning process. Alhani (2022) found that interactive learning media effectively increased the learning independence of elementary school students, while Fauziah and Hadi (2023) confirmed that interactive media increased students' involvement and learning independence. Irawan et al. (2023) stated that interactive media have an advantage in creating more engaging learning compared to conventional methods and are able to increase students' creativity. Amalia et al. (2024) also proved that interactive media had a significant effect on increasing the learning interest of elementary school students, while Dianta et al. (2025) explained that the characteristics of interactive media encourage students to continue interacting during the learning process, thereby building a positive learning attitude. Most of these studies indicate that the use of interactive media can increase learning motivation, learning outcomes, and student involvement in learning activities.

Nevertheless, research specifically examining the application of interactive media to increase students' learning interest in the Cultural Arts subject at the elementary school level is still relatively limited. In addition, no research has been found that was conducted on Grade IV students at SDN 25 Sabbamparu. Most previous studies have also focused more on Natural Sciences, Social Sciences, or thematic subjects, leaving a research gap regarding the application of interactive media in arts learning at the elementary school level.

Based on this gap, this research was formulated to answer the question: how can the application of interactive media increase the learning interest of Grade IV students in the Cultural Arts subject at SDN 25 Sabbamparu? This study aims to determine the increase in Grade IV students' learning interest through the application of interactive media in the Cultural Arts subject. The pedagogical contribution of this research lies in its focus on four indicators of learning interest—feelings of enjoyment, involvement, attraction, and attention—in the context of Cultural Arts learning at the elementary school level, which has not been extensively examined in previous research.

METHOD

This study employed Classroom Action Research (CAR) using the Kemmis and McTaggart model design, which consists of four stages in each cycle, namely planning, acting, observing, and reflecting. These four stages were carried out continuously until the research success

indicators were achieved. The research was conducted at SDN 25 Sabbamparu, Palopo City, South Sulawesi, in the second semester of the 2025/2026 academic year. The research subjects were all 25 Grade IV students, consisting of 13 male students and 12 female students, with the classroom teacher acting as the collaborator implementing the action and the researcher acting as the observer.

The research was carried out over two cycles, each consisting of two meetings. At the planning stage, the researcher and the classroom teacher developed lesson plans that integrated interactive media in the form of instructional videos, animations, and audio-based interactive multimedia presentations. At the implementation stage, the teacher applied interactive media in three main learning activities: the introductory activity (greetings, attendance, introductory activity, and motivation through interactive media clips), the core activity (delivery of Cultural Arts material through interactive media as well as hands-on art activities), and the closing activity (summarizing the material, reflection, and completion of the learning-interest questionnaire).

Data were collected through four techniques: observation of students' learning interest, observation of instructional implementation, questionnaires, and documentation. The learning-interest instrument was developed based on four indicators—feelings of enjoyment, involvement, attraction, and attention (Juniari & Putra, 2021)—complemented by a 1–4 Likert-scale questionnaire consisting of 16 statements (12 positive statements and 4 negative statements). The learning-implementation observation sheet covered 9 aspects across three stages of activity (introductory, core, and closing) to ensure the action was implemented in accordance with the lesson plan. Photographic documentation was used as supporting data during the learning process.

Data were analyzed descriptively using both qualitative and quantitative approaches. Quantitative analysis was carried out by calculating percentages using the formula $P = (F/N) \times 100\%$, where F is the score obtained and N is the maximum score. The research was declared successful if (1) the percentage of students' learning interest reached at least 75% (high category) based on the questionnaire results at the end of each cycle, and (2) the percentage of learning implementation reached at least 80% (good category) based on the learning-implementation observation sheet.

FINDINGS

Before the implementation of Cycle I, the researcher conducted a preliminary observation (pre-cycle) to determine the initial condition of students' learning interest. The results of the preliminary observation showed that students' learning interest in the Cultural Arts subject was still relatively low, with an average percentage of 52.40%, which falls into the moderate category.

Cycle I Research Results

Cycle I was carried out over two meetings with material on traditional Indonesian regional dance, using interactive media in the form of dance-movement videos, animation, and audio-based presentations. The observation results showed an increase in students' learning interest compared to the pre-cycle condition, although some students were not yet fully engaged in learning.

Table 1. Observation Results of Students' Learning Interest in Cycle I

No.	Indicators	Percentage	Category
1	Feelings of Enjoyment	76.00%	High
2	Student Involvement	70.00%	High
3	Student Attraction	73.00%	High
4	Student Attention	68.00%	Average
Average		71.75%	High

(Source: Primary data, 2026)

Based on Table 1, the average learning interest of students in Cycle I reached 71.75% (high category), a significant increase from the pre-cycle condition of 52.40% (moderate category). The feelings-of-enjoyment indicator obtained the highest percentage (76.00%), while the student-attention indicator obtained the lowest percentage (68.00%).

Table 2. Observation results of Learning Implementation in Cycle I

No.	Activity Stage	Percentage	Category
1	Introductory	77.50%	Good
2	Core	77.50%	Good
3	Closing	75.00%	Good
Average		76.67%	Good

(Source: Primary data, 2026)

The average implementation of learning in Cycle I was 76.67% (good category). The results of the students' learning-interest questionnaire at the end of Cycle I showed an average of 70.50% (high category), but this had not yet met the predetermined success indicators (at least 75% for learning interest and 80% for learning implementation), so the research was continued to Cycle II. The reflection results of Cycle I showed that some students were still passive during question-and-answer activities, the interactive media used were still one-directional, and the closing activity had not been optimal due to time constraints.

Improvements in Cycle II were made by adding variations of interactive media, including an interactive quiz based on the Quizizz application and more structured art-practice activities, accompanied by positive reinforcement from the teacher during learning.

Table 3. Observation Results of Learning Implementation in Cycle II

No.	Activity Stage	Percentage	Category
1	Introductory	95.00%	Very Good
2	Core	93.75%	Very Good
3	Closing	95.99%	Very Good
Average		94.58%	Very Good

(Source: Primary data, 2026)

The implementation of learning in Cycle II increased to 94.58% (very good category), up from 76.67% in Cycle I. The reflection results of Cycle II showed that all research success

indicators, both learning interest ($\geq 75\%$) and learning implementation ($\geq 80\%$), had been achieved, so the research was declared complete at Cycle II.

Table 4. Recapitulation of the Increase in Learning Interest and Learning Implementation

No.	Indicator	Pre-Cycle (%)	Cycle I (%)	Cycle II (%)	Increase (%)
1	Feelings of Enjoyment	55.00	76.00	88.00	33.00
2	Students' Involvement	50.00	70.00	84.00	34.00
3	Students' Attraction	52.00	73.00	86.00	34.00
4	Students' Attention	52.60	68.00	83.00	30.40
Average		52.40	71.75	85.25	32.85

(Source: Primary data, 2026)

Based on Table 4, students' learning interest increased consistently from 52.40% (moderate category) in the pre-cycle to 71.75% (high category) in Cycle I, and reached 85.25% (very high category) in Cycle II, with a total increase of 32.85%. In line with this, learning implementation also increased from 76.67% in Cycle I to 94.58% in Cycle II, an increase of 17.91%. The consistency between the increase in learning implementation and the increase in learning interest reinforces the conclusion that the increase in students' learning interest is genuinely the impact of the consistent application of interactive media, rather than being caused by other factors outside the given action.

DISCUSSION

The results of this study show that the application of interactive media was able to increase the learning interest of Grade IV students in the Cultural Arts subject at SDN 25 Sabbamparu. This increase is evident from the average percentage of students' learning interest, which increased significantly at each stage of the research, and is supported by data on learning implementation, which also increased from the good category to the very good category.

The increase in students' learning interest through the application of interactive media is in line with the findings of Firdha and Zulyusri (2022), who stated that interactive learning media designed with engaging features are able to stimulate students' active participation so that learning objectives can be achieved more effectively. In this study, interactive media in the form of instructional videos, animation, and interactive quizzes was found to be effective in creating a more engaging and enjoyable learning atmosphere.

The increase in the feelings-of-enjoyment indicator from 55.00% to 88.00% shows that the application of interactive media succeeded in creating an enjoyable learning atmosphere. This is consistent with Utomo (2023), who stated that the implementation of interactive learning media, including instructional videos and simulations, has been shown to significantly increase students' intrinsic motivation and active participation.

The increase in the student-involvement indicator from 50.00% to 84.00% shows that interactive media succeeded in encouraging students to participate more actively in learning activities. Fauziah and Hadi (2023) also found that game and competition elements in interactive media, such as the interactive quiz used in Cycle II, was found to be effective in motivating students and increasing their involvement in the learning process.

The increase in the student-attraction indicator from 52.00% to 86.00% reflects the success of interactive media in fostering students' curiosity and enthusiasm toward the Cultural Arts material. Irawan et al. (2023) stated that interactive media have the ability to make learning more engaging compared to conventional methods, which ultimately increases students' attraction to the material being studied.

The increase in the student-attention indicator from 52.60% to 83.00% shows that interactive media succeeded in increasing students' concentration and focus during the learning process. Widyaningsih et al. (2021) explained that interactive technology-based instructional media can improve students' information retention because they interactively combine audio, visual, text, and graphic elements.

The learning-implementation data, which increased from 76.67% in Cycle I to 94.58% in Cycle II, provides supporting evidence that the improvements planned during the reflection stage, such as increased time allocation and greater variation in interactive activities, were indeed consistently applied by the teacher. This is important within the framework of Classroom Action Research because it shows that the increase in students' learning interest is a direct impact of the given action, rather than mere coincidence or the influence of other external factors. Overall, the results of this study reinforce the conclusion that the application of interactive media is an effective learning strategy for increasing students' learning interest in the Cultural Arts subject at the elementary school level, consistent with the findings of Amalia et al. (2024) and Dianta et al. (2025), who emphasized the importance of consistently applying interactive media in fostering a positive learning attitude.

CONCLUSION

Based on the research results and discussion presented above, it can be concluded that the application of interactive media was able to increase the learning interest of Grade IV students in the Cultural Arts subject at SDN 25 Sabbamparu gradually and consistently. Students' learning interest increased from 52.40% (moderate category) in the pre-cycle to 71.75% (high category) in Cycle I, and reached 85.25% (very high category) in Cycle II, with a total increase of 32.85%. Learning implementation also increased from 76.67% (good) in Cycle I to 94.58% (very good) in Cycle II. Both sets of data reinforce the conclusion that appears to be associated with of the consistent application of interactive media, rather than being caused by other factors. This study has a limitation in the scope of its subjects, which involved only one class in one elementary school, so the generalization of the results should be made with caution.

Based on these conclusions, it is recommended that teachers continue to develop and consistently utilize interactive media in Cultural Arts learning, while paying attention to the time allocation for each stage of activity and providing positive reinforcement to students. Schools are advised to provide supporting technological facilities, such as projectors, computers/tablets, and internet connections, as well as to provide training for teachers on the development of interactive media. Future researchers are advised to examine other variables that may influence students' learning interest, such as learning motivation, learning outcomes, or student creativity, and to apply more specific types of interactive media in different subjects or educational levels.

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