

The Use of Smart TV Learning Media in Increasing Interest in Learning Islamic Cultural History in Elementary Madrasah

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Abstract

This study aims to analyze the use of Smart TV learning media in increasing interest in learning the subject of Islamic Cultural History (SKI) at Madrasah Ibtidaiyah (MI) Gagaksipat 2. The approach used is qualitative with a case study method. The formulation of the problem raised in this study is how the use of Smart TV learning media can increase interest in learning SKI at MI Gagaksipat 2, and what are the positive impacts of its use. Data collection was carried out through observation, in-depth interviews, and documentation with teacher and student participants at MI Gagaksipat 2. The analysis method used is descriptive qualitative, namely data collection, data presentation, and conclusion. The results of the study indicate that the use of Smart TV as a learning medium can increase student interaction with SKI material, facilitate understanding of concepts, and enrich visual learning experiences. In addition, the use of Smart TV has proven effective in increasing student learning motivation, where students become more interested and enthusiastic in participating in learning. Other positive impacts are increased understanding of the subject matter and increased active participation of students in class. It can be concluded that Smart TV learning media plays a significant role in increasing interest in learning SKI at MI Gagaksipat 2, and provides a positive impact in the form of increasing student involvement in the learning process and better understanding of the subject matter.

Keywords: Smart TV, interest in learning, learning media

Introduction

Islamic Religious Education in Madrasah Ibtidaiyah has an important role in shaping students' understanding of Islamic values and history. The process of instilling Islamic religious values into students' personalities, which are reflected in attitudes, behaviors, and educational evaluations, and helping students develop self-confidence and awareness and motivate themselves. Through developments that influence the process of internalizing Islamic teachings, this is a stage in the process of human realization. (Hakim, 2022)

In addition, learning methods that are less interesting or not interactive can also cause students to lose interest in studying Islamic history. A more traditional and passive approach may not be effective in developing a deep understanding and strong interest in this subject. If the media and learning methods are not interesting, then the learning outcomes may be wasted. For example, if a teacher only relies on the lecture method in front of the class and only uses audio media, this can reduce student motivation in the learning process. Therefore, teachers need to consider the use of media and learning methods that can further activate and motivate student learning. (Oktaviola, & Hafidz, 2024) Conventional learning methods such as using textbooks and lectures may be less effective in attracting students interested in learning who are accustomed to technology.

Especially in today's digital era, teachers need to take advantage of the convenience of the globalization era, because they are free to check global learning trends and seek references

from developed countries around the world that can help in the teaching and learning process. The quality of teachers will increase by utilizing technology and information optimally in the era of globalization. (Saodah et al, 2020) This confirms the old paradigm where learning emphasizes the role of the teacher, asking students to just sit, listen, and complete the assigned tasks.

The use of learning models that are not student-centered can reduce learning motivation and cause students to lose interest and desire to explore further. And this is very different from the learning model in the past which relied on teachers to deliver material through lectures and the like. Students are passive and only listen, without the opportunity to actively participate in learning. By educating students to become active learners and find their material, students need more enthusiasm and motivation to participate in learning activities. Without high motivation, students will not be able to achieve much in the learning process. (Nurzannah, 2022)

In the implementation of education, teachers are the main actors in the implementation of the education process and are the key to the success of the process. (Sudrajat,2023) To achieve the expected teaching goals, teachers need to choose intelligent learning methods and media that meet students' needs and make students feel comfortable in the teaching and learning process. Because of the factors that influence the success of teachers in transferring knowledge to students. This includes the selection of appropriate learning methods and media by teachers. (Abdullah, 2017)

However, the reality in the field is that the main problem faced in learning in Madrasahs is the interest of students in learning with conventional methods that focus on books and lectures. Rapid technological advances have enabled teachers and students to access information easily, effectively, and efficiently. The use of information technology in schools allows educators not only to connect learning materials with the latest information but also functions as a medium for delivering information to students to provide more control over their learning.

The development of information and communication technology has opened up new opportunities in learning, including the use of Smart TV learning media. Smart TV is a current trend that combines Internet and Web 2.0 features into modern television. (Sari, 2015) Smart TV offers access to a variety of interactive and interesting multimedia content, such as videos, images, and educational applications. The use of Smart TV in Islamic religious learning at Madrasah Ibtidaiyah can be an interesting alternative to increase students' interest in learning and understanding Islamic history.

Madrasah Ibtidaiyah (MI) Gagakshipat 2 has adopted the use of Smart TV in its learning activities, including in the SKI subject. This study will explore how the use of Smart TV learning media can increase interest in learning SKI at MI Gagakshipat 2 and the positive impacts resulting from the use of this media.

A previous study conducted by Aji Supriyanto in 2019 showed that the use of multimedia learning media with Android TV raised the enthusiasm of teachers and students. (Supriyanto, et.al, 2022) In addition, research conducted by Iwan Sri Harto understands the application of cooperative learning by utilizing smart TV media. (Harto, 2022) Another study was conducted by Anwar on Smart TV-based multimedia management (Anwar, A, 2023). The focus of this research is on the use and positive impact of using smart TV.

This study aims to fill this knowledge gap, which allows for a deeper understanding of the experiences and perceptions of students and teachers towards the use of Smart TV learning media in increasing interest in learning Islamic history. Thus, this study is expected to provide valuable insights into the development of more effective learning strategies in Madrasah Ibtidaiyah, especially in Islamic religious learning.

Method

This study uses a qualitative approach with the aim of understanding in depth the use of Smart TV learning media in increasing interest in learning Islamic Cultural History (SKI) at Madrasah Ibtidaiyah (MI) Gagaksipat 2. The qualitative method was chosen because this study focuses on exploring the meaning, experience, and views of participants related to the phenomenon being studied, namely the use of Smart TV in learning. The location of this research is Madrasah Ibtidaiyah (MI) Gagaksipat 2, which has used Smart TV as one of the learning media. The subjects of this study include SKI teachers at MI Gagaksipat 2 who use Smart TV in learning. Grade VI students are the main participants to see how Smart TV affects their learning interests. The principle of the madrasah is to provide a managerial perspective regarding the implementation of the use of technology in learning. The data in this study were collected through several techniques, namely interview methods, participant observation, and documentation used in data collection in the field. The analysis method used is descriptive qualitative, namely data collection, data presentation, and conclusion. To ensure the validity and validity of the data, source triangulation and technique triangulation techniques were used. (Mekarisce, 2020). Source triangulation was carried out by comparing data from various informants (teachers, students, and madrasah principals). (Alfansyur, et.al, 2020) Technical triangulation was carried out by comparing the results of observations, interviews, and documentation. (Wulansari, et;al, 2022) In addition, researchers also re-checked the results of interviews with participants to ensure that the data produced was by their experiences. This study is expected to provide a clear picture of how the use of Smart TV in SKI learning can increase students' interest in learning at MI Gagaksipat 2. In addition, this study also aims to identify the positive impacts of using Smart TV in learning.

Results

Using Smart TV to Increase Interest in Learning SKI

This study shows that the use of Smart TV in learning Islamic Cultural History (IS) at MI Gagaksipat 2 has been well planned, implemented, and evaluated. At the planning stage, teachers prepare IS materials that are adjusted to visual content such as videos, images, and animations that support student understanding. They choose the right material to be displayed via Smart TV to make it more interesting and easy to understand. At the implementation stage, Smart TV is used as the main media in IS learning. Teachers use this technology to provide variations in delivering materials so that students are more involved and enthusiastic in participating in learning. Interactive visual displays help students stay focused and interested during the learning process. Evaluations are conducted to assess the effectiveness of using Smart TV in learning. The evaluation results show that the use of Smart TV has succeeded in increasing student attention, increasing interest in IS material, and strengthening student understanding of the material presented. This evaluation is conducted through observations during learning and interviews with teachers and students. The entire process of planning, implementation, and evaluation shows that Smart TV is effective in increasing student interest in learning at MI Gagaksipat 2. The results of the study on the use of Smart TV learning media in learning Islamic Cultural History for grade VI students at MI Gagaksipat 2 can be found as follows:

Table 1. Use of Smart TV learning media in SKI learning for grade VI students of MI Gagaksipat 2

Smart TV Usage	Information
Planning	Adjusting the theme and objectives to be achieved, preparing teaching materials, learning resources and content, planning time, and using media.
Implementation	More interesting presentation of material, student involvement in learning, combination of learning methods with question-giving games
Evaluation	Increased interest in learning, better understanding of the material, feedback from teachers and students

Positive Impact of Using Smart TV Learning Media

This study shows that the use of Smart TV in learning Islamic Cultural History (SKI) at MI Gagaksipat 2 has a positive impact on students' interest in learning, especially in terms of liking, interest, and attention. Students feel an increase in liking for SKI lessons because the material presented through interactive visualization is more interesting and easy to understand.

Students' interest in the material also increases significantly. With Smart TV, students are more interested in learning Islamic cultural history because the material presented in the form of videos and images is more relevant and triggers curiosity.

In addition, students' attention during learning becomes more focused. The visual and audio displays used through Smart TV have succeeded in maintaining students' concentration longer and reducing boredom. The combination of liking, interest, and attention as a whole shows that the use of Smart TV plays an important role in increasing students' interest in learning SKI lessons.

Overall, the use of Smart TV at MI Gagaksipat 2 has had a positive impact on students' interest in learning, especially in terms of liking, interest, and attention to SKI subject matter. And we present it in the following table:

Table. 2 Positive Impact of the Use of Smart TV Learning Media in SKI Learning for Grade VI Students of MI Gagaksipat 2

Positive impact	Information
Rasa Suka terhadap Materi Pelajaran	This media makes learning more fun, thereby reducing boredom and increasing learning motivation.
Higher Level of Interest	Previously difficult-to-understand material became more interesting for students through modern and dynamic media displays.
Increasing Student Attention	Smart TV can attract students' attention better than traditional teaching methods. Visualization of materials presented interactively, such as images, videos, and animations, makes students more focused during the learning process.

This study shows that the use of Smart TV at MI Gagaksipat 2 in SKI learning has a significant positive impact, both in increasing students' interest in learning and in deepening their understanding of the material. Careful planning, interactive implementation, and continuous evaluation make Smart TV an effective learning medium to create an interesting, fun, and participatory learning atmosphere. The use of Smart TV has succeeded in changing the dynamics of learning from being monotonous to being more lively, with students who are more

focused and motivated. The technical constraints faced are also not a major obstacle, because they can be anticipated through better preparation. The results of this study can be a reference for other schools in adopting similar technology to improve the quality of learning in the classroom.

Discussion

Use of Smart TV in Increasing Interest in Learning Islamic Cultural History

In this section, the researcher will present and discuss the research results obtained by the researcher in the field and answer the research focus proposed in the study, by referring to chapters II and IV of this thesis. The data analyzed in the thesis data comes from the results of observations and interviews at MI Gagaksipat 2 which are equipped with existing documentation. By the focus of the research, this discussion will present a systematic data analysis of the use of Smart TV learning media in increasing interest in learning Islamic Cultural History in grade VI students at MI Gagaksipat 2.

This study focuses on the use of Smart TV learning media to increase interest in learning Islamic Cultural History (SKI) at Madrasah Ibtidaiyah (MI) Gagaksipat 2. Based on the results of observations and interviews, several important findings related to the use of Smart TV as a learning medium at MI Gagaksipat 2 in the subject of Islamic Cultural History (SKI) involve three main stages: planning, implementation, and evaluation. Each of these stages has an important role in ensuring that the technology-based learning media is used effectively and successfully to increase students' interest in learning. The following is an explanation of each stage:

1. Planning the Use of Smart TV

Planning is the initial and important stage in using Smart TV as a learning medium. Careful planning will affect the success of implementing this media in the classroom. As expressed by Faradila, careful planning allows teachers to set learning objectives, create learning activities through active student participation, and prepare learning materials and media that support the achievement of these objectives. (Faradila, 2024) Several steps taken in the planning stage by SKI teachers at MI Gagaksipat 2 include:

a. Identification of Learning Needs

The results of interviews with SKI teachers at MI Gagaksipat 2 showed that before teaching, they first identified topics or lesson materials that were suitable to be delivered via Smart TV. SKI subjects, which often contain historical narratives, figures, and important events, require media that can visualize these events, so Smart TV was chosen to facilitate the delivery of abstract or historical material.

b. Selection of Content and Learning Resources

Teachers prepare and select visual content that is by the SKI curriculum. This content can be in the form of documentary videos, animations, slide presentations, or relevant historical images. Teachers also ensure that the material to be displayed supports learning objectives and is interesting for students. Content sources can be taken from the internet or other digital sources. As the concept conveyed by Zulkifli, teachers present materials according to what students need. (Zulkifli, 2022)

c. Time Management and Learning Allocation

Based on interviews and observations as well as documentation studies, teachers also determine when and how Smart TV will be used in learning. The use of this media must be integrated with the daily lesson plan so that its use is not only a complement but an integral part of the teaching and learning process. One of the basic teaching skills that a teacher must have is the skill of compiling learning scenarios. This skill includes how teachers are

skilled in compiling stages of learning activities, selecting media and learning instruments, and allocating time to facilitate students' learning. (Jayanti, et.al, 2020) Teachers determine the right time allocation so that the use of Smart TV is not too long, but still has maximum impact. Likewise, teachers must prepare devices so that they can be connected to a smart TV.

2. Implementation of Smart TV Use

The implementation stage is when the plan to use Smart TV is implemented in the classroom during the learning process. The lesson implementation plan is the main plan that must be prepared by a teacher that describes the procedures and organization of learning. (Nuruningsih, et al, 2021) This implementation involves teacher and student activities in utilizing Smart TV as a visualization tool for SKI material. Several aspects in the implementation stage include:

a. Use of Smart TV as a Visualization Tool

Smart TV is used to display prepared material, for example, videos about the history of Islamic culture, important figures, or the development of Islamic civilization. In line with what was conveyed by Gultom and Mudiono, this visualization helps students to understand the material more clearly and deeply, because they not only listen to verbal explanations from the teacher but also see direct visual illustrations of the events being discussed. (Gultom, et al, 2024)

b. Active Interaction between Teachers and Students

Learning occurs when students carry out active interaction activities with their environment to acquire knowledge, skills, and attitudes. (Nurwadani, et al, 2021) The use of Smart TV facilitates more active interaction between teachers and students. After watching the show, the teacher can ask students questions related to the content displayed. Students are also encouraged to discuss what they see, give opinions, and ask questions related to the material. This makes the classroom atmosphere more dynamic and interactive.

c. Combination with Other Learning Methods

Smart TV is not the only media used but is combined with other learning methods, such as group discussions, presentations, and Q&A. This applies a blended learning strategy, meaning mixing two or more learning strategies or methods to obtain the expected learning outcomes. (Istiningsih, et al, 2015) The use of Smart TV is combined with activities that encourage students to think critically and analyze the material presented through the broadcast. For example, after watching a history video, students are asked to make a summary or answer analytical questions about the figures or events they are studying.

3. Evaluation of Smart TV Usage

After implementing learning using Smart TV, an evaluation stage is carried out to assess the effectiveness of this media in increasing students' interest and understanding of SKI lessons. Evaluation is carried out in several ways:

a. Evaluation of Student Understanding

The teacher evaluates students' understanding of the material presented via Smart TV by giving a test or quiz after learning. The results of this test are used to see how far students understand the material that has been shown. Teachers can also evaluate through assignments related to the material that has been studied.

b. Observation of Student Interest and Participation

In addition to cognitive understanding, teachers also evaluate students' interest and participation during the learning process. Observations are made on how much attention

and involvement students have when the material is presented via Smart TV. Students who show high enthusiasm, actively ask questions, or are more enthusiastic in participating in learning are indications that Smart TV has succeeded in increasing interest in learning.

c. **Teacher Reflection and Feedback from Students**

The teacher reflects on the effectiveness of using Smart TV at MI Gagaksipat 2. This can be done by noting the difficulties or obstacles that occur during learning, such as technical problems or lack of student involvement. In addition, teachers can also ask for feedback from students regarding their experience using Smart TV in learning. This feedback is important to improve the quality of learning at MI Gagaksipat 2.

Positive Impact of Using Smart TV

The use of Smart TV learning media at MI Gagaksipat 2 has several significant positive impacts in increasing students' interest in learning the subject of Islamic Cultural History (SKI). Based on research findings, this positive impact can be seen from aspects such as liking, interest, attention, loss of boredom, and increased student diligence in learning. The following is a more detailed explanation of these positive impacts:

1. **Liking the Lesson**

The use of Smart TV in the SKI learning process makes students like the lesson more. Attractive visual displays, such as videos, animations, and colorful images, provide a fun learning experience for students. They feel that SKI learning is more "alive" and interactive, different from traditional lecture methods. Students who previously felt that SKI was a difficult or boring subject are now more enthusiastic because the material presented via Smart TV is easier to understand.

2. **Interest in SKI Material**

Students' interest in SKI material increased significantly with the visualization of historical events and Islamic figures via Smart TV. Historical videos depicting important events, such as the development of Islamic civilization, or great figures such as the history of the Wali Songo, make students feel closer and interested in learning more. This not only fosters interest in the subject but also encourages greater curiosity among students. They become more active in asking questions and engaging in class discussions.

3. **Increased Attention in Learning**

Smart TVs can increase students' attention during the learning process. The visuals displayed on the Smart TV screen help maintain students' focus, especially in explaining complex or historical material. Compared to learning methods that only rely on text, students find it easier to remember and understand material presented visually. The use of this technology makes them more concentrated because learning is no longer monotonous, but varies with a rich combination of audio-visuals.

Conclusion

Based on the results of the study, it can be concluded that the use of Smart is used effectively by teachers as a medium to display SKI material in an attractive visual form such as videos, images, and animations. This media provides a variety of methods for delivering material so that learning becomes more interactive and dynamic. The planning and implementation of learning using Smart TV are well designed by teachers, starting from the preparation of materials, and presentation of relevant content, to evaluation of student participation.

The positive impact of using Smart TV based on the results of the study can be found including increased student attention, level of interest in the subject matter, and liking for the lesson. Overall, the use of Smart TV at MI Gagaksipat 2 has succeeded in increasing students' interest in learning SKI, especially in terms of attention, interest, and liking for the material presented.

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