



## **The Influence of Poster Learning Media on Students' Interest in Learning at Madrasah Ibtidaiyah Nurul Hidayah Palembang**

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### **Abstract**

This research was conducted at Madrasah Ibtidaiyah Nurul Hidayah Palembang. The objectives of this research are, first, to measure the improvement of learning interest among fifth-grade students at Madrasah Ibtidaiyah Nurul Hidayah Palembang using poster learning media, and second, to test the effect of poster learning media after its implementation in enhancing students' learning interest. This research employs a quantitative approach with a True Experimental research method of the Posttest Design Group type. The sample of this research consists of 58 fifth-grade students, including 29 students in class 5A and 29 students in class 5C. Data collection was carried out using documentation, observation, and questionnaires. The data analysis technique utilized the T-Test steps. The research results indicate that, first, the level of learning interest in the control class is categorized as moderate, with 7 students (24.2%) achieving high scores, 16 students (55.1%) obtaining moderate scores, and 6 students (20.7%) receiving low scores. Meanwhile, in the experimental class, the level of student interest in learning categorized as high, with 17 students, achieved a high score (58.6%), 3 students received a moderate score (10.3%), and 9 students had a low score (31.1%). Secondly, there is a difference in results between the control and experimental classes, thus it can be concluded that there is a significant effect of poster learning media on student interest in learning.

**Keywords:** Learning Media Poster; Learning Interest; Students' Interest

### **Introduction**

One of the obligations of teachers is to enlighten the nation's life as stated in the Preamble of the 1945 Constitution. In the Law on the National Education System of the Republic of Indonesia Number 20 of 2003, learning is defined as a conscious and structured effort to create a learning atmosphere and a learning process that allows students to actively develop their potential in order to possess spiritual strength, self-control, personality, noble character, intelligence, and skills necessary for themselves, society, the nation, and the state (Syarnubi, 2020).

A skilled educator has a noble duty, which is to direct, teach, guide, mentor, train, and simultaneously be a leader for the development of students' maturity, both physically and spiritually (Anggara, 2019). Djamarah (2015) states that teachers are one of the main actors in the learning process at school. Teachers hold a dual role as educators and instructors (Rusmaini, 2016). As an educator, teachers are responsible for guiding and educating students to become creative and independent individuals by utilizing various available learning resources (Kunandar, 2013).

Teachers play a crucial role in creating effective teaching and learning activities. Therefore, the quality of education in an educational institution is greatly determined by the competence of teachers in carrying out their duties (Idi, 2013). According to Sardiman (2016), teachers must be able to enliven the learning atmosphere, provide motivation, and act as mediators in the teaching and learning process. Teachers also become figures who are observed and emulated by students.

One of the factors that influences the learning process of students is interest (Besare, 2020). Students who have an interest in a subject tend to enjoy participating in it, thus they are more actively involved in the learning process. This condition not only facilitates understanding and acceptance of the material being taught but also enhances students' memory and critical thinking skills (Trisiana, 2020). To foster a learning interest, effective stimulation is required so that the learning process can optimally achieve the desired goals (Tafonao, 2018).

The selection of media for presenting material is essential in the learning process, as media serves as the carrier of information, ideas, or concepts from the teacher to the students, facilitating interaction between the teacher and students during the teaching and learning activities (Munadi, 2013). Special attention must be given by teachers when selecting educational media to ensure that it functions optimally (Rohani, 2014). The chosen media should not only be engaging but also contain systematically presented content that is easy for students to understand (Kustandi, 2011). Furthermore, educational media must include exercises that provide students with opportunities to actively process information during learning activities (Dewi & Budiana, 2018).

One effective educational medium is the poster. A poster is an artwork or graphic design that combines visual elements such as images, text, and colors to convey a message concisely (Arsyad, 2014). According to Alhogbi (2017), posters can attract students' attention, especially those with a visual learning style. Posters designed with a combination of text, images, and colors can enhance students' interest in learning (Yaumi, 2018).

Interest, in essence, is a deep attention to something (Muliani & Arusman, 2022). According to Nisa (2015), interest is a preference and attraction to something without coercion. Aminatuzzahro, Baidowi, Novitasari, & Subarinah (2023) add that interest is a drive that makes someone actively engage in an activity. Syahputra (2020) also states that interest is related to feelings of pleasure or displeasure, which determine a person's attitude in activities.

Learning interest is one of the main factors for success in teaching and learning activities (Darmadi, 2010). Febriyanti & Seruni (2015) assert that high interest will increase students' attention in learning, leading to better achievement. Conversely, low interest can result in poor academic performance.

### **Research Methodology**

This study used a quantitative approach, which aimed to systematically relate one variable to another. This approach allowed the researcher to empirically test causal relationships. The type of research used was quantitative research with an experimental method, which was highly effective for testing hypotheses regarding cause-and-effect relationships. The experimental design implemented in this study was the True Experimental Design, which aimed to investigate causal relationships and identify factors influencing the occurrence of an event. The experimental method used in this research was the Posttest-Only Control Group Design, involving two randomly selected groups. This design did not use a pretest, so the results obtained were entirely based on post-treatment measurements (posttest).

Data collection methods were a crucial step in any research, as the essence of research is to obtain relevant data to answer the research questions. In this study, data collection techniques included observation, documentation, and questionnaires. The observation technique was used to directly observe the phenomena being studied, the documentation technique was used to collect data from archives or relevant documents, and the questionnaire was used to obtain data from respondents through a series of pre-designed questions. Data analysis in this study was conducted using the t-test, which aimed to test the differences between two sample groups. The formula used for the t-test, particularly for two large related samples, was as follows:

$$t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

If  $t_o \geq t_t$  on t table value (significance 5%), so the hypothesis  $H_0$  would be denied. It means that there is the difference between both variables.

If  $t_o < t_t$ , the hypothesis  $H_0$  would be accepted. It means that there is no any difference between the significance of both variables.

### **Findings and Discussion**

**Findings*****Application of Poster Learning Media on Interest in MI Nurul Hidayah Palembang***

To determine the results of the questionnaire on poster learning media concerning the learning interest of fifth-grade students at MI Nurul Hidayah Palembang, this study was conducted by distributing a questionnaire about poster learning media. This questionnaire contained 16 statements and was distributed to 58 students; 29 students in the control class and 29 students in the experimental class. In this study, calculations of the mean (average), standard deviation, and TSR (High, Medium, and Low) scores were performed. The total scores from the learning media questionnaire are as follows:

*Score data (test) for the experimental class after the application of poster media.*

**Table 1****Post-test score (Y) after using Poster as the learning media**

No	Nama	Nilai Post-tes
1	Ara Nopriana	70
2	Andin Novita Sari	77
3	Cahaya Ramadhani	77
4	Dana	81
5	Dhea Ardila	86
6	Gunawan	63
7	Hajiziah Ayu Laestari	91
8	Jessica	82
9	Kkeyzia Dija Agustini	85
10	M. Sajiwo	83
11	M. Revan Pat Lubis	91
12	M. Tegar	80
13	Muthia Rizki Nadira	72
14	M. Rangga Kurniawam	87
15	M. Fadil	65
16	Nyayu Inna Sayhira	90
17	Parliyo Roma Saputra	65
18	Rafael Aprilianl	87
19	Putri Vanesa	88
20	Reyhan Efriansyah	85
21	Risky Pratama	65
22	Reyhan Dwi	80
23	Raisa Cania Putri	65

24	Riski Fajar Saputra	63
25	Suryadi Saputra	83
26	Safira Arsita	83
27	Sintia Ramadnani	75
28	Tasya Sawrani	63
29	Gilang Rangga Kusuma	78
Jumlah nilai siswa		2.260

After obtaining the total scores from the student interest questionnaires, the next steps involved calculating the mean (average), standard deviation, and TSR scores (high, medium, and low). The explanation of these stages is as follows:

**1. Scoring was conducted and recorded in a distribution table**

63, 65, 70, 72, 77, 78, 80, 81, 82, 83, 85, 86, 87, 88, 90, 91

**Table 2.**

**The frequency distribution of student learning after using Poster Learning Media to obtain the Mean and Standard Deviation**

No	Interval Kelas	F	Y	Y'	Fy'	Y' <sup>2</sup>	Fy' <sup>2</sup>
1	91-86	7	100	+2	14	4	28
2	85-80	10	90	+1	10	1	10
3	79-75	3	80	0	0	0	0
4	74-69	3	70	-1	-3	1	3
5	68-63	6	60	-2	-12	4	24
		N = 29			$\sum Fy' = 9$		$\sum Fy'^2 = 65$

**2. Finding the mean**

$$\begin{aligned}
 &\text{Nilai tengah} + \text{Range} + \left( \frac{\sum f y'}{N} \right) = \\
 &= 77 + 1 \times (9/29) \\
 &= 77 + 1 \times 0,31 \\
 &= 77 + 0,31 \\
 &= 77,31
 \end{aligned}$$

**3. Finding the standard deviation**

$$\begin{aligned}
 SD_y &= R \sqrt{\frac{\sum Fy'^2}{N} - \left( \frac{\sum Fy'}{N} \right)^2} \\
 &= 1 \sqrt{\frac{65}{29} - \left( \frac{9}{29} \right)^2} \\
 &= 1 \sqrt{2,24 - (0,31)^2} \\
 &= 1 \sqrt{2,06 - 0,0961}
 \end{aligned}$$

$$= 1 \sqrt{1,963}$$

$$= 1 \times 1,40$$

$$= 1,40$$

**4. Grouping student interest after the application of poster learning media into three categories: low, medium, and high (TSR):**

- $M + 1$  SD and above = High
- $M - 1$  SD to  $M + 1$  SD = Medium
- $M - 1$  SD and below = Low

To determine the TSR categorization, refer to the calculation scale below:

- $77 + 1 (1.40) = 79$  and above: Student learning interest after using poster learning media is categorized as high.
- $79$  to  $75$ : Student learning interest after using poster learning media is categorized as medium.
- $77 - 1 (1.40) = 75$  and below: Student learning interest after using poster learning media is categorized as low.

Based on the test scores for student learning interest after using poster learning media, the results are presented as follows:

**Table 3.**

**Percentage of Student Learning Interest Test Results After the Application of Poster Learning Media**

No	Skor	Frekuensi	Persentase $P = \frac{F}{N} \times 100\%$
1	Tinggi	17	58,6%
2	Sedang	3	10.3%
3	Rendah	9	31.1%
Jumlah		N= 29	100%

Based on the above explanation, it can be observed that the test scores for student learning interest after using poster learning media were as follows: 17 students (58.6%) scored high, 3 students (10.3%) scored medium, and 9 students (31.1%) scored low. In other words, most of the questionnaire scores from the experimental class or after using poster learning media could be classified as "high" with 17 students (58.6%).

**Table 4. Post-test score (Y) without using poster as learning media**

No	Name	Post Test Score
1	Adzrah Kabitah	76
2	Afifah Aliyah	76
3	Ahmad Jindan Alfrtra	72
4	Ahmad Dzakiri	76
5	Akhdan Wafi	68
6	Al Fahri Ramadhan	61
7	Anggini Ramadhani	86

8	Alifa Syifa	75
9	Dandy Ariyansyah	85
10	Dedek Aprilia	83
11	Farhan Septiano	87
12	Hafifa Dwi Sania	80
13	Handika	72
14	Bayu Cahyadi	85
15	Kevin Pradika	65
16	Lailatul Mukjizatz	67
17	Julia	65
18	M. Fahri Alfitrah	73
19	M. Restu Farisi	88
20	M. Sabil Fata Alhasan	70
21	M. Faiz Sabibillah	71
22	Narisha	71
23	Panji Pratama	73
24	Queenza	66
25	Raihanna	60
26	Rania	83
27	Siti Zahira	75
28	Sultan	63
29	Velisha Amanda	78
Jumlah nilai siswa		2150

After obtaining the total scores from the student learning interest questionnaire, the next step involved calculating the mean (average), standard deviation, and TSR scores (high, medium, and low). The explanation of this stage is as follows:

**1. Scoring was conducted and recorded in a distribution table**

60, 61, 63, 65, 66, 67, 68, 70, 71, 72, 73, 75, 76, 78, 80, 83, 85, 86, 87, 88

**Table 5.**

**The frequency distribution of student learning after the use of Poster Learning Media was conducted to obtain the Mean and Standard Deviation**

No	Interval Kelas	F	Y	Y'	Fy'	Y' <sup>2</sup>	Fy' <sup>2</sup>
1	88-83	7	100	+2	14	4	28
2	82-77	2	90	+1	2	1	2
3	76-71	12	80	0	0	0	0
4	70-65	5	70	-1	-5	1	5
5	64-59	3	60	-2	-6	4	12
		N = 29			$\sum Fy' = 3$		$\sum Fy'^2 = 47$

**2. Finding the mean**

$$\begin{aligned} \text{Mid Score} + \text{Range} + \left( \frac{\sum f y'}{N} \right) &= \\ &= 73,5 + 4 \times \left( \frac{3}{29} \right) \end{aligned}$$

$$= 73,5 + 4 \times 0,103$$

$$= 73,5 + 0,413$$

$$= 73,913$$

### 3. Finding $SD_y$ :

$$SD_y = R \sqrt{\frac{\sum Fy'^2}{N} - \left(\frac{\sum Fy'}{N}\right)^2}$$

$$= 4 \sqrt{\frac{47}{29} - \left(\frac{3}{29}\right)^2}$$

$$= 4 \sqrt{1,62 - (0,103)^2}$$

$$= 4 \sqrt{1,62 - 0,010609}$$

$$= 4 \sqrt{1,609}$$

$$= 4 \times 1,26$$

$$= 5,04$$

### 4. Grouping student learning interest without the application of poster learning media into three categories: low, medium, and high (TSR):

- $M + 1$  SD and above = High
- $M - 1$  SD to  $M + 1$  SD = Medium
- $M - 1$  SD and below = Low

To determine the TSR categorization, the following can be observed:

- $73.5 + 1 (5.04) = 79$  and above: Student learning interest without the application of poster learning media is categorized as high.
- $79$  to  $67$ : Student learning interest without the application of poster learning media is categorized as medium.
- $73.5 - 1 (5.04) = 67$  and below: Student learning interest without the application of poster learning media is categorized as low.

Based on the results of the student learning interest test after using the poster media, the presentation can be observed in the following form:

**Table 6.**

#### Percentage of Student Learning Interest Test Results without the Use of Poster Learning Media

No	Skor	Frekuensi	Persentase $P = \frac{F}{N} \times 100\%$
1	Tinggi	7	24,2%
2	Sedang	16	55.1%
3	Rendah	6	20.7%
Jumlah		N= 29	100%

Based on the explanation above, it can be observed that the student learning interest test scores without the use of poster learning media showed the following distribution: 7 students (24.2%) scored high, 16 students (55.1%) scored medium, and 6 students (20.7%) scored low. In other words, most of the questionnaire scores from the control class, or without the use of poster learning media, were classified as "Medium" with 16 students (55.1%).

### **The Influence of Poster Learning Media on Student Learning Interest at MI Nurul Hidayah Palembang**

From the questionnaire results presented above, it can be seen that there is a mean difference between the two. The comparison of these test results used the t-test formula. The application of the t-test in this study assumed the null hypothesis (H<sub>0</sub>), which suggests that there is no difference in student learning interest before and after the use of poster media.

If the t<sub>0</sub> value obtained is greater than the t-table value, the null hypothesis (H<sub>0</sub>) is rejected. Conversely, if t<sub>0</sub> is smaller than the t-table value, the null hypothesis (H<sub>0</sub>) is accepted. In testing the above hypothesis, the researcher used the following test:

1. To calculate the mean of variable I (variable y) using the formula:

$$M_y M_1 \frac{\sum X}{N_2} = \frac{2.260}{29} = 77,9$$

2. To calculate the mean of variable II (variable x) using the formula:

$$M_x M_2 \frac{\sum y}{N_1} = \frac{2.150}{29} = 74,1$$

3. To calculate the standard deviation of the scores for variable y using the formula:

$$SD_y SD_1 = \sqrt{\frac{\sum x^2}{n^2}} = \sqrt{\frac{1,40}{25}} = \sqrt{0,0482} = 0,219$$

4. To calculate the standard deviation of the scores for variable x using the formula:

$$SD_x SD_2 = \sqrt{\frac{\sum y^2}{n^2}} = \sqrt{\frac{5,04}{25}} = \sqrt{0,173} = 0,415$$

5. To calculate the standard error of the mean for variable y using the formula:

$$SE_{my} \text{ atau } SE_{m1} = \frac{SD_1}{\sqrt{N_1-1}} = \frac{0,219}{\sqrt{29-1}} = \frac{0,219}{\sqrt{28}} = \frac{0,219}{5,291} = 0,0413$$

6. To calculate the standard error of the mean for variable x using the formula:

$$SE_{mx} \text{ atau } SE_{m2} = \frac{SD_2}{\sqrt{N_2-1}} = \frac{0,415}{\sqrt{29-1}} = \frac{0,415}{\sqrt{28}} = \frac{0,415}{5,291} = 0,078$$

7. To calculate the standard error of the difference between the means of variable y and variable x using the formula:

$$\begin{aligned} SE_{m1} \text{ atau } SE_{m2} &= \sqrt{SE_{M1}^2 + SE_{M2}^2} \\ &= \sqrt{(0,0413)^2 + (0,078)^2} \\ &= \sqrt{0,0017 + 0,00608} \\ &= \sqrt{0,00778} \end{aligned}$$

$$= 0,088$$

8. To calculate  $t_0$  using the formula:

$$\begin{aligned} t_0 &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\ &= \frac{77,9 - 74,1}{0,304} \\ &= \frac{3,8}{0,088} \\ &= 43,18 \end{aligned}$$

#### 9. Testing the Validity/Falsity

After obtaining the  $t_0$  value, the next step is to compare it with the critical value (t-table) for the degrees of freedom (df), which is calculated as  $(N_1 + N_2) - 2 = (29 + 29) - 2 = 56$ . With  $df = 56$ , we refer to the t-table for both a 5% significance level and a 1% significance level. The t-table value at 5% significance level for  $df = 56$  is 1.672, while at 1% significance level it is 2.003. Since the obtained  $t_0$  value is 43.18, which is greater than both 1.672 and 2.003, we conclude that  $t_0$  is higher than t-table at both the 5% and 1% significance levels, with the comparison being  $1.672 < 43.18 > 2.003$ .

Therefore, the null hypothesis ( $H_0$ ), which states that poster learning media has no significant effect on student learning interest at MI Nurul Hidayah Palembang, is rejected. The alternative hypothesis ( $H_a$ ) is accepted. It can be concluded that there is a significant difference in student learning interest after the application of poster learning media at MI Nurul Hidayah Palembang.

## Discussion

The results of the study indicate that the use of poster media can significantly enhance student learning interest. These findings align with previous research that emphasizes the importance of visual media in stimulating attention and increasing student engagement in the learning process (Khoirun Ni'mah, Warsiman, & Hermiati, 2022; Saputra, Gading, & Aisyah, 2023; Sari, Elvira, Aprilia, Dwi R, & Aurelita M, 2024). By using poster media, teachers can create a more engaging and enjoyable classroom learning environment, which in turn increases student participation and will eventually have a positive impact on learning outcomes. This is highly relevant in contemporary education concepts that promote visual literacy, as the ability to interpret visual information is increasingly recognized as a crucial skill for students in the digital era (Cahyani et al., 2024; Fitriyani & Nugroho, 2022; Lohr, 2008).

Finally, this study provides strong evidence that poster media can be an effective tool in increasing student learning interest. Therefore, it is recommended that teachers integrate poster media into their teaching. However, there are several limitations to this study, such as the fact that it was conducted in a specific educational environment (madrasah), so the results may not be generalized.

Additionally, this study did not further explore the contribution of learning interest to student learning outcomes or other aspects of learning. Future research may explore this impact further, thus making a greater contribution to enhancing the quality of education.

## Conclusion

Based on the hypothesis testing and analysis conducted by the researcher, as well as the results of the discussion, it can be concluded that there is a difference in student learning interest between the control class, which was not exposed to the poster media, and the experimental class, which used poster learning media at MI Nurul Hidayah Palembang.

1. The learning interest of students in the experimental class after using the poster learning media was high, as observed from the average (mean) score of 77.31. There were 17 students with high scores, 3 students with medium scores, and 9 students with low scores.
2. The learning interest of students in the control class, without the application of poster learning media, was moderate, as seen from the average (mean) score of 73.91. There were 7 students with high scores, 16 students with medium scores, and 6 students with low scores.
3. There was a significant difference in student learning interest between the control class, which did not use poster media, and the experimental class, which was exposed to the poster media. This was evident from the hypothesis test results showing a significant difference in the questionnaire scores for learning interest between the control and experimental classes, with the application of poster media at MI Nurul Hidayah Palembang. The calculated t-value was 43.18, while the t-table value at a 5% significance level was 2.003 and at a 1% significance level was 1.667.

This study is limited to a single madrasah with a small population and sample size. Therefore, future researchers can expand this study by using a larger population and exploring the use of other learning media to enhance student learning interest.

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