



## **Influence of Visual Media and Interest in Learning on Student Learning Outcomes in Social Sciences Subjects at SMP Negeri 1 Bunta**

**Triana Juli Palwati<sup>1</sup>, Dhevy Puswiartika<sup>2</sup>, Misnah<sup>3</sup>**

Tadulako University, Indonesia | trianajuli123@gmail.com <sup>1</sup>

Tadulako University, Indonesia | dhevyprodibk@gmail.com <sup>2</sup>

Tadulako University, Indonesia | misnah@untad.ac.id <sup>3</sup>

Correspondence Author\*

*Received: 05-10-2023*

*Reviewed: 07-10-2023*

*Accepted: 17-10-2023*

### **Abstract**

Education is one of the keys to nation development. Education must be carried out as fully as possible to achieve the expected goals. Formulation of the problem in the research. What is the description of visual media in social studies subjects at SMP Negeri 1 Bunta? Negeri 1 Bunta. The aim of the research is to determine the influence of visual media and interest in learning on student learning outcomes in social studies subjects at SMP Negeri 1 Bunta. This research method uses a survey method with a quantitative descriptive research type. The types of data and data sources used in the research are primary and secondary data . Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors, for example through other people or through documents. Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out by observation, interviews, documentation. The results of the research are that there is a significant influence between visual media and students' learning interest simultaneously on student learning outcomes.

**Keywords:** Visual media, Interest in Learning, Student Learning Outcomes

### **Introduction**

Human Life seeks to interact with others to fulfill their life needs. In order for humans to interact well, humans need knowledge to make interaction easier. Remembering that science is always developing and progressing according to the times. The way to gain knowledge is lifelong learning through education (Wati et al, 2023) . The important role of education in efforts to increase the workforce. Education is expected to be able to develop students who develop their attitudes, skills and thoughts to become capable, intelligent and dignified human beings (Mawati et al, 2021) . Education is one of the keys to nation development. Education must be carried out as fully as possible to achieve the expected goals. However, many of the obstacles or problems that we see in education are obstacles in

## ***Influence of Visual Media and Interest in Learning on Student Learning Outcomes in Social Sciences Subjects at SMP Negeri 1 Bunta***

achieving the country's ideals. We see many different problems from both teachers and students (Fitri et al., 2023) .

Teachers must have the ability and skills to manage learning components. One of the skills that a teacher must have is mastering and mastering the use of didactic aids in the teaching and learning process or improving the quality of education. Learning is an activity where a person makes or causes changes in behavior which includes knowledge, attitudes and skills (Faizin et al., 2023) . To achieve optimal educational results, the role of the teacher is prioritized, where the role of the teacher in the teaching and learning process acts as a facilitator or driver of the teaching and learning process. Current rapid technological developments force teachers to use different media to attract students' interest in learning (Faiz et al., 2022) .

Media is any physical tool that can present messages and stimulate students to learn (Wulandari et al, 2022) . Through learning media, teachers can present abstract learning material into concrete so that it is easy to understand and eliminates verbalism (Zahwa et al, 2022) . For example, to convey economic material, it can be presented visually, for example; displays slide films, images, photos, power points and instructional videos.

Visual media is media that can only be seen and does not contain sound elements. Visual media includes printed materials such as slides, photos, transparencies, drawings, blueprints, and graphic media (Suryana et al., 2022) . The use of visual aids during classroom learning can increase students' interest in learning so that students' attention to learning material increases. For example; Before explaining basic economic material, the teacher will demonstrate discussion of basic economic material via power point with the help of the teacher, a projector and interesting pictures that increase students' interest in learning (Suryana et al., 2022) .

One of the internal factors (factors that come from the students themselves) that determines students' learning success is interest. Curiosity is a strong source of motivation to learn and leads to student participation and involvement in learning activities (Hapsari et al., 2023) . If students are not interested in learning, this will result in less than optimal results in the learning process. Students who are interested in certain subjects pay more attention to those subjects (Wirantiara, et al. 2020) .

If students are willing to learn, then students will achieve good learning outcomes in class. Interest will arise if there is internal effort and external motivation, both from internal and external factors. However, external factors that are of interest to learning such as: teachers, families and the environment are more effective in improving student learning outcomes (Hulbat et al, 2019) . Education is said to be successful if the teaching and learning process is carried out effectively and efficiently, which is reflected in student learning outcomes, in order to achieve the stated goals. Learning outcomes are one aspect that must be considered in planning learning, "Learning outcomes are the skills that students have after receiving learning experiences. Learning outcomes play an important role in the learning process because they inform teachers about students' progress towards learning goals (Yuliana et al., 2023) .

Changes in students' cognitive, affective and psychomotor aspects as a result of learning. Learning outcomes can be interpreted as the level of success of students in mastering a subject given at school, which is expressed through the results obtained from test results in certain subjects (Segara et al., 2023) .

Based on observations made by researchers, the phenomenon that occurs in schools, especially at SMP Negeri 1 Bunta, is that student learning outcomes are relatively low with minimum completeness, the average for all class VIII students in the social studies subject is below completeness with an average score of 63.33, which is still very high. low because the

minimum completeness criteria that students must obtain is an average score of 70. Because most of these students are lazy about studying and consider the teaching and learning process at school to be boring, so students have no interest in learning.

On the other hand, students are also required to complete all school assignments resulting from learning process activities. It becomes an obstacle for them if the lessons they receive are difficult to understand, perhaps because the teaching and learning process is less interesting, boring, the material presented is monotonous, so it becomes a serious problem. Students no longer study seriously and consider school only formal. As a result, students' level of knowledge and understanding will decrease. This causes a decline in student academic achievement. A decline in academic results was also recorded in social studies subjects.

Obtain results in accordance with the established Minimum Completeness Criteria. Basically, social studies lessons are difficult and easy to learn, students need to be serious about learning and teachers must also be able to supervise students in the process of teaching and learning activities. Students who experience learning difficulties and consider the Minimum Completion Criteria (KKM) to be high will cause these students to fail in learning. The Minimum Completeness Criteria (KKM) is used as a benchmark for the lowest score in student assessment. If a student is able to get a score above the KKM, then it is considered that the student has completed/mastered the competency being studied. Conversely, if it is found that the student has scored below the KKM This means that there needs to be improvement (remedial) to obtain the KKM value.

The role of teachers and parents is very necessary for the learning process so that students are able to achieve learning mastery. By studying, students will gain more knowledge and experience. However, in this learning process there are many reasons why students have difficulty learning. The causal factors that arise are: 1) internal factors, namely things/circumstances that arise from within the students themselves, such as disturbances in the sense organs of sight and hearing, attitudes and emotions, laziness, taking a long time to grasp the material being taught and low student intelligence. 2) external factors , namely things/circumstances that come from outside the student, such as not having books, not liking the teacher who teaches and having naughty friends. Therefore, teachers must be able to observe students as to what causes this to happen. From the explanation above, it can be stated that complete learning or complete learning is an appropriate teaching system so that all students can learn with good results from almost all subject matter taught in school. In determining the Minimum Completeness Criteria (KKM), learning is an initial stage in the implementation of learning outcomes assessment, namely H0 low learning interest and low learning outcomes.

The author's relationship in choosing the research title is based on the influence of visual media and interest in learning on student learning outcomes in social studies subjects at SMP Negeri 1 Bunta. The author's underlying reason is that learning outcomes are students' efforts to get maximum grades. This effort is a student learning process where students experience changes in behavior in the form of knowledge, skills and attitudes that lead to positive change. The role of teachers is so important in the process of teaching and learning activities that teachers are required to continue to improve their performance or abilities in order to become quality teachers. (Julianto et al, 2023) also say that teacher performance can be seen and measured based on the characteristics or competency standards that every teacher must have. The aim of this assignment method is so that students get used to repeating lessons learned at home, developing a sense of responsibility in students towards the assignments given to them by the teacher.

A common problem among students, besides differences in personality, personality, characteristics and educational background, is differences in interests in class. The lack of

## ***Influence of Visual Media and Interest in Learning on Student Learning Outcomes in Social Sciences Subjects at SMP Negeri 1 Bunta***

interest in learning among students, especially in waste management material, is due to the lack of diversity of learning models in learning places and schools, making students less enthusiastic about learning social studies. Reflected in attitude, interest plays a very important role in a student's persistence in studying and can also lead to the quality of learning outcomes. Students who have a strong interest in learning are able to carry out learning activities seriously and achieve satisfactory results. Interest, as a psychological aspect, not only describes a person's behavior, but can stimulate people to do something to voluntarily engage in an activity, so that certainty is possible. Studying lessons Students' interest in something helps them achieve learning success. The success achieved is reflected not only in the form of grades and performance, but also in changes in behavior. This reveals that interest has an important function in achieving learning goals. If students have a high interest in social science subjects, they will study hard.

However, in reality, teachers often have problems with how to choose and use media in learning, what methods and strategies are most appropriate for discussing a learning material, or what media is most popular with the majority of students, so as to create active learning, especially during pandemic conditions. like now, sometimes we are required to carry out learning online (on the network) and will return to carrying out face-to-face learning when conditions are said to be normal. Social studies learning is one of the subjects in the educational curriculum taught from elementary school to university level. IPS contains social sciences which essentially teach students to have a high social sense in their lives. Through social studies learning, it is hoped that students will be able to know the diversity of nations, cultures, national history and natural conditions. Social studies learning is designed to guide and reflect students' abilities in social life which is always changing and continuously developing. This is a very tough challenge considering that society globally is always experiencing change all the time.

As a teacher of Social Sciences (IPS) subjects, we often face various obstacles in delivering learning material, especially in choosing media, especially as social studies subjects in junior high schools are non-exact subjects which are delivered in an integrated manner consisting of History, Geography, Sociology and Economics material. which is considered boring rote learning material. This boring learning will certainly continue if teachers, especially social studies teachers, only use conventional methods and media, and do not innovate in their learning activities. The complexity of this material requires extra hard work so that learning is not boring. Therefore, knowledge is needed that supports the development of teacher creativity in teaching. Developing teacher creativity and abilities is aimed at avoiding problems that arise among students during social studies learning.

Through social studies learning, it is hoped that students can develop rational abilities and attitudes regarding social phenomena and societal developments both in the past, present and future. Based on this reality, the author considers it very necessary to conduct research by trying to use visual media as an alternative and hopes that this media can increase interest in learning so that it will influence student learning outcomes. The learning media in question is *visual media* used to support the teaching and learning process, especially in social studies subjects.

It is hoped that using visual media will attract more students' interest in the learning process both online and face-to-face, making the learning process more active, creative, effective and fun so that learning results are achieved as expected. In every learning process, students are expected to obtain good learning results . However, in reality the learning outcomes obtained by students are not always good and according to expectations. As is the

standard for whether learning outcomes are good or not based on the KKM which has been set as a benchmark for the success of the learning process.

## **Literature Review**

Visual media can only convey messages through the sense of sight or can only be seen with the eyes, other senses such as the ears cannot functioned for this visual media (Alfian et al., 2022) . A quality learning process includes, among others characterized by the application of media that varies according to students' needs and conditions, one of which is video media (Aldama et al., 2023) . Visual media only relies on sight. There are visual media that display still images, such as film strips, photo slides, drawings, paintings and prints. There are also visual media that represent moving images and symbols, such as silent films and cartoons (Awaliyah et al., 2022) .

Visual media is media that involves sight . There are two types of messages contained in visual media, verbal and nonverbal. Verbal and visual messages consist of written words (spoken language) (Dewi Fitria, 2023) . Nonverbal visual messages are messages expressed in nonverbal visual symbols. The placement of nonverbal visual signs, namely as a substitute for verbal language, can be explained as visual language in the media. This visual language becomes visual media software (Limin et al, 2022) .

Visual media: optical image projection, overhead projection, slides, film strips , shows that visual projection media are media that rely solely on vision (Angelysca et al, 2022) . Visual media that displays still images, such as film strips, photo slides, drawings, paintings and prints. There are also visual media that display moving images and symbols, such as silent films and cartoons being shown. Classify tools and devices into five groups based on their size and complexity (Kusumahwardani et al., 2022) .

The word interest etymologically comes from the English word "interest " which means liking, attention (inclination of the heart towards something), desire. One of the learning problems experienced by students at school is students' lack of interest in learning (Harianja & Sapri, 2022) . So, in the learning process students must have an interest or preference to take part in ongoing learning activities, because having an interest will encourage students to show attention, activity and participation in taking part in ongoing learning.

Moreover, interest is a characteristic of a person's personality (Vidyastuti et al., 2022) . Interest in Learning The definition of interest is a feeling of preference, a feeling of interest (Setiawan et al., 2022) . Apart from that, interest is related to a tendency to pay attention and great concentration, having positive feelings and an ever-increasing willingness to learn, being comfortable while studying, and having the capacity to make decisions related to the learning process one is undergoing (Septantiningtyas et al. , 2022) .

Interest is a psychological aspect that helps people achieve their goals. People who are attracted to an object tend to pay more attention to the object and experience greater pleasure. But if the object does not provoke pleasure, then the person is not interested in it. Therefore, the level of attention or enjoyment of an object is influenced by the level of interest (Zebua et al, 2022) .

Situational interest arises spontaneously, temporarily and through inspired curiosity or influenced by the environment (Aras et al., 2022) . The learning model is a factor that differentiates situational interest, firstly triggering situational interest, secondly maintaining situational interest regarding feelings and thirdly maintaining situational interest as a value (Azzahra et al, 2022) . Interest in learning can be measured by four indicators , namely: interest in learning, attention in learning, motivation to learn and knowledge. Interest in learning is defined as if someone is interested in a lesson then he will have a feeling of

## ***Influence of Visual Media and Interest in Learning on Student Learning Outcomes in Social Sciences Subjects at SMP Negeri 1 Bunta***

interest in that lesson, he will study diligently and continue to understand all the knowledge related to that field, he will take part in the lesson with enthusiasm and without any burden on himself ( Tullah et al., 2022) .

Attention is the concentration or activity of a person's soul towards observation , understanding or anything else to the exclusion of anything else. So students will have attention in learning, if their souls and minds are focused on what they are learning. Motivation is an effort or drive that is carried out consciously to carry out learning actions and realize directed behavior in order to achieve the expected goals in learning interaction situations. Knowledge means that if someone is interested in a lesson, they will have extensive knowledge about that lesson and the benefits of learning in everyday life (Ole et al, 2022) .

### **Research Methods**

Method uses a survey method with a quantitative descriptive research type. The types of data and data sources used in the research are primary and secondary data . Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors, for example through other people or through documents. Furthermore, when viewed in terms of data collection methods or techniques, data collection techniques can be carried out by observation, interviews, documentation.

### **Results/Findings**

#### **Instrument test for interest in learning questionnaire**

- **Validity Test (use the person product moment method)**

No. Question	r Table	r Count	Information
1	0.361	0.481144	Valid
2	0.361	0.622721	Valid
3	0.361	0.513777	Valid
4	0.361	0.535318	Valid
5	0.361	0.43913	Valid
6	0.361	0.41332	Valid
7	0.361	0.518836	Valid
8	0.361	0.427876	Valid
9	0.361	0.366647	Valid
10	0.361	0.377273	Valid
11	0.361	0.39662	Valid
12	0.361	0.365548	Valid
13	0.361	0.389673	Valid
14	0.361	0.516129	Valid
15	0.361	0.421024	Valid
16	0.361	0.375978	Valid

- **Reliability Test (Use Cronbach's alpha method)**

Reliability	Information
0.73	High Reliability

**PG Question Instrument Test**

Question Items	Validity	Reliability	Level of Difficulty	Differentiating Power
1	invalid		-	-
2	valid		currently	Very good
3	invalid		-	-
4	valid	0.90 (Very High)	currently	Good
5	valid		currently	Good
6	valid		currently	Good
7	valid		currently	Very good
8	valid		currently	Good
9	valid		currently	Very good
10	valid		currently	Good
11	valid		currently	Very good
12	invalid		-	-
13	valid		currently	Good
14	valid		currently	Good
15	valid		currently	Good
16	valid		currently	Good
17	invalid		-	-
18	valid		currently	Good
19	valid		currently	Good
20	valid		currently	Good

**Classic assumption test**

- **Normality test**
- 

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residuals
N		178
Normal Parameters <sup>a, b</sup>	Mean	.0000000
	Std. Deviation	10.70589928
Most Extreme Differences	Absolute	.083
	Positive	.083
	Negative	-.061
Statistical Tests		.083
Asymp. Sig. (2-tailed)		.004 <sup>c</sup>

***Influence of Visual Media and Interest in Learning on Student Learning Outcomes in Social Sciences Subjects at SMP Negeri 1 Bunta***

Monte Carlo Sig. (2-tailed)	Sig.	.157 <sup>d</sup>
99% Confidence Interval	Lower Bound	.147
	Upper Bound	.166

- a. Test distribution is Normal.  
b. Calculated from data.  
c. Lilliefors Significance Correction.  
d. Based on 10000 sampled tables with starting seed 624387341.

• **Multicollinearity Test**

Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	25,373	2,553		9,940	,000		
Visual Media	17,785	3,955	,527	4,497	,000	,167	6,005
Interest to learn	,287	,129	,262	2,235	,027	,167	6,005

a. Dependent Variable: Learning Outcomes

• **Heteroscedasticity Test**

Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1 (Constant)	15,772	1,420		11,110	,000		
Visual Media	-2,262	2,200	-.176	-1,028	,305	,167	6,005
Interest to learn	-.093	.071	-.221	-1,297	,196	,167	6,005

a. Dependent Variable: ABS

**Hypothesis testing**

**Multiple Regression**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30323.778	2	15161.889	130,789	,000 <sup>b</sup>
	Residual	20287.081	175	115.926		



Total	50610.860	177			
-------	-----------	-----	--	--	--

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Interest in Learning, Visual Media

The significance obtained is  $0.000 < 0.05$  so that  $H_1$  is accepted as significant

there is significant influence between visual media and students' learning interest simultaneously on student learning outcomes.

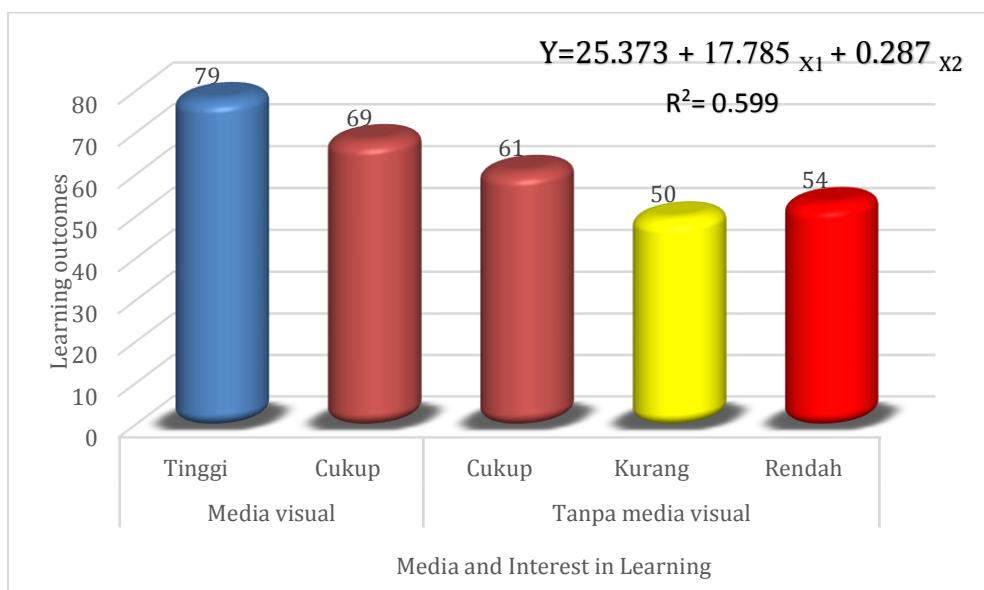
N- Gain Measurement

Average N-Gain	Category
51	Currently

Distribution of students' learning interest

Medi use	Interest to learn	Amount	Percentage (%)
Without media (pretest)	Low	12	13.5
	Not enough	73	82
	Enough	4	4.5
Visual media (post test)	Enough	15	16.9
	Tall	74	83.1

Bar diagram of learning outcomes in terms of media and learning interest



## **Discussion**

The relationship between teaching and learning activities, students' interest and attention to the teaching and learning process is greatly influenced by the learning methods and media used by the teacher. A person's interest in something is greatly influenced by genetic and environmental factors. However, the environment (home, school, community) is a factor that can maximize children's potential at school, and this has a significant impact on the development of students' interests. Interests have a very important role in students' lives and have a big impact on attitudes and behavior. Students who are interested in learning activities will try harder than students who are less interested in learning. Interest has a huge influence on learning outcomes, because if the learning material studied is not in accordance with interests, students will not learn well because it is not interesting to them.

The knowledge that students gain while they are studying at a certain level of time, and this knowledge is part of the student's personality. and views that influence student problem solving. Learning outcomes are the achievement of a form of behavioral change that tends to persist in the cognitive, affective and psychomotor domains of the learning process carried out within a certain time. Learning outcomes are observable behavior that shows the results of a person's learning. Mastery of a person's learning outcomes can be seen from his behavior, both in the form of mastery of knowledge, thinking skills and motor skills. That learning outcomes are changes in student behavior that occur through the learning process.

Interest is a drive or desire from within oneself or others to be able to pay attention to and follow the teacher's recommendations, interest is characterized by feelings of joy, students' interest in following the material, enthusiastic attention to the material and student involvement, this is indicated by interacting with the teacher in material. Teachers need to know the learning outcomes and learning progress of students that have been obtained previously, for example from other schools, before entering their current school. Things you need to know include mastery of lessons, study and work skills.

Learning efficiency is usually measured by the ratio between effectiveness and the amount of time spent studying and the amount of learning costs used. The attractiveness of learning is usually measured by observing students' tendencies to keep learning. The attractiveness of learning is closely related to the attractiveness of the field of study, where the quality of learning will usually influence both. The main key to obtaining measurements and data on student learning outcomes is knowing the outline of the indicators associated with the type of achievement that you want to express or measure.

## **Conclusion**

So it can be concluded that the level of success in learning. Proof that someone has learned is a change in behavior in that person, for example from not knowing to knowing, from not understanding to understanding. Behavior has subjective elements and motor elements. The subjective element is the spiritual element while the motoric element is the physical element. That someone is thinking can be seen from their facial expression, we cannot see their spiritual attitude. Human behavior consists of a number of aspects.

## References

- Abadijah, S. (nd). *THE RELATIONSHIP OF THE IMPLEMENTATION OF DISCIPLINE AND THE GROWTH OF STUDENTS' INTEREST IN LEARNING AT UPTD SMP NEGERI 27 BARRU* . *Educational journal*.
- Afriza, D., & Nasution, NEA (2022). Comparison of The Learning Outcomes of Junior High School Students Utilizing Audio-Visual and Chart Learning Media to Study Ecosystem. . . Vol. , 1 . *Journal of science and technological education*.
- Agustin, YI, & Rindaningsih, I. (2022). A REALISTIC MATHEMATICS LEARNING FRAMEWORK BASED ON FLIPPED CLASSROOMS TOWARDS LEARNING INTERESTS OF PRIMARY SCHOOL STUDENTS IN THE POST PANDEMIC PERIOD. *Pendas Cakrawala Journal* , 8 (4), 1112–1123. <https://doi.org/10.31949/jcp.v8i4.2862>
- Aisyah, S., & Sari, DI (2021). *EFFECTIVENESS OF USE OF THE GOOGLE MEET PLATFORM ON STUDENT LEARNING OUTCOMES* . 4 (1). *Pen Education Journal*.
- Aldama, FD, Hermansah, B., & Prasrihamni, M. (2023). The Influence of Audio Visual Media on the Short Story Writing Ability of Class IV Students at SD Negeri 195 Palembang. *Journal on Education* , 5 (4), 14241–14246. <https://doi.org/10.31004/joe.v5i4.2449>
- Alfian, AN, Putra, MY, Arifin, RW, Barokah, A., Safei, A., & Julian, N. (2022). Utilization of Audio Visual Learning Media based on the Canva Application. *UBJ Community Service Journal* , 5 (1), 75–84. <https://doi.org/10.31599/jabdimas.v5i1.986>
- Angelysca, R., & Diah, N. (2022). *THE INFLUENCE OF USE OF AUDIO VISUAL MEDIA ON LEARNING OUTCOMES OF CLASS 11 STUDENTS AT SMA NEGERI 1 KIKIM SELATAN*. 1 (2). *Journal of Economic Education, Business and Accounting*.
- Aras, L., Dh, S., Amran, M., & Dzikru, N.A. (2022). THE RELATIONSHIP BETWEEN TEACHER CREATIVITY AND STUDENTS' LEARNING INTEREST IN PRIMARY SCHOOLS. *Authentic: Journal of Basic Education Development* , 6 (1), 101–111. <https://doi.org/10.36379/autentik.v6i1.163>
- Arifin, MM, Prastowo, SB, & Harijanto, A. (2022). EFFECTIVENESS OF USING PHET SIMULATION IN ONLINE LEARNING ON STUDENT LEARNING OUTCOMES. *JOURNAL OF PHYSICS LEARNING* , 11 (1), 16. <https://doi.org/10.19184/jpf.v11i1.30612>
- Aslamiah, S., & Rahmaniati, R. (nd). *Differences in Learning Outcomes of Students Using Creative Problem Solving Models with Problem Based Learning Assisted by Audio Visual Media. Differences in Learning Outcomes of Students Using Creative Problem Solving Models with Problem Based Learning Assisted by Audio Visual Media* . *Journal of Information Technology Education*.
- Asyari, A., & Mirannisa, M. (2022). The Influence of TikTok Social Media on Interest in Studying at MA Miftahul Ishlah Tembelok. *ISLAMIKA* , 4 (3), 421–432. <https://doi.org/10.36088/islamika.v4i3.1977>. *Journal of Islamic and Educational Sciences*.

***Influence of Visual Media and Interest in Learning on Student Learning Outcomes in Social Sciences Subjects at SMP Negeri 1 Bunta***

- Awaliyah, C., Nadiyah, L., Arifin, MH, & Wahyuningsih, Y. (2022). *Utilization of Audio Visual Media as a Social Sciences Learning Resource* . 6 . *Tambusai Education Journal*.
- Azzahra, MD, & Pramudiani, P. (2022). The Influence of Quizizz as an Interactive Media on Students' Interest in Learning in Class V Mathematics Lessons in Elementary Schools. *Scholar's Journal: Journal of Mathematics Education* , 6 (3), 3203–3213. <https://doi.org/10.31004/cendekia.v6i3.1604>
- Buono, GS, & Nisa, ANS (2023). *IMPLEMENTATION OF MULTICULTURAL EDUCATION IN SOCIAL SCIENCE LEARNING AT KARANGTURI SMP SEMARANG* . *Social Sciences Learning Journal*.
- Dewi Fitria, MAA (2023). Use of Audio Visual Media to Increase Independence in Group B Children at Cahaya Tanjung Morawa Kindergarten FY 2021/2022. *Invention: Journal of Research and Educational Studies* , 14–28. <https://doi.org/10.51178/invention.v4i1.1166>
- Faiz, A., Pratama, A., & Kurniawaty, I. (2022). Differentiated Learning in the Mobilizing Teacher Program in Module 2.1. *Basicedu Journal* , 6 (2), 2846–2853. <https://doi.org/10.31004/basicedu.v6i2.2504>
- Faizin, Moh., Sholeilluna, NB, Rohmah, RM, & Maftuhah, S. (2023). Educational Goals from Ibn Miskawaih's Perspective. *Equilibrium: A Journal of Education* , 11 (1), 122–131. <https://doi.org/10.26618/equilibrium.v11i1.9675>
- Febriani, EA, Astriani, D., & Qosyim, A. (2021). *APPLICATION OF ANIMATED VIDEO MEDIA TO IMPROVE STUDENTS' MOTIVATION AND LEARNING OUTCOMES ON LIQUID PRESSURE MATTER* . 9 . *SAINS Education Journal*.
- Fitri, A., Nursikin, M., & Amin, K. (2023). *The Dual Role of Islamic Religious Education Teachers in Guiding Problematic Students at Al-Rasyid Islamic Elementary School Pekanbaru* . 05 (03). *Journal On Education*.
- Fitri, S., Fahmi Dwisep Saputra, & Taufiq, M. (2022). The Influence of Smartphone Use on Students' Interest in Learning at SMK Negeri 1 Tasikmalaya. *JUPEIS: Journal of Education and Social Sciences* , 1 (3), 1–5. <https://doi.org/10.55784/jupeis.Vol1.Iss3.65>
- Gulo, A. (2022). Application of the Discovery Learning Model to Student Learning Outcomes on Ecosystem Material. *Educativo: Journal of Education* , 1 (1), 307–313. <https://doi.org/10.56248/educativo.v1i1.54>
- Tullah Prize, N., Widiada, IK, & Tahir, M. (2022). The Effect of Using Animation Videos on Class IV Students' Interest in Learning at SDN 3 Rumak for the 2021/2022 Academic Year. *Scientific Journal of the Educational Profession* , 7 (2c), 821–826. <https://doi.org/10.29303/jipp.v7i2c.587>
- Hapsari, F., Herawati, M., & Shahreza, D. (2023a). *Factors of Student Interest in Learning Using the Blended Learning Model During Distance Learning Activities* . 05 (03). *On Education Journal*.
- Harianja, MM, & Sapri, S. (2022). Implementation and Benefits of Ice Breaking to Increase Elementary School Students' Interest in Learning. *Basicedu Journal* , 6 (1), 1324–1330. <https://doi.org/10.31004/basicedu.v6i1.2298>

- Haryati, A. (2022). Efforts to Improve Student Learning Outcomes Through Demonstration Methods in Science Learning Simple Electrical Circuits in Class VI Elementary Schools. *Journal of Education and Physical Sciences* , 2 (1), 83. <https://doi.org/10.52434/jpif.v2i1.1807>
- Hulbat, R. (nd). *THE CREATIVITY OF PAI TEACHERS IN INCREASING INTEREST IN LEARNING IN CLASS X MADRASAH ALIYAH NEGERI 3 HULU SUNGAI TENGAH* . *Journal of Education*.
- Hulu, Y., & Telaumbanua, Y.N. (2022). Analysis of Student Interests and Learning Outcomes Using the Discovery Learning Learning Model. *Educativo: Journal of Education* , 1 (1), 283–290. <https://doi.org/10.56248/educativo.v1i1.39>
- Imam, H., Hikmawati, Kosim, & Taufik, M. (2022). The Influence of the Numbered Heads Together (NHT) Cooperative Learning Model on the Learning Outcomes of Class X Students at SMAN 1 Sanggar for the 2021/2022 Academic Year. *Journal of Physics and Technology Education* , 8 (SpecialIssue), 58–66. <https://doi.org/10.29303/jpft.v8iSpecialIssue.3715>
- Irwandi, I. (2020). THE USE OF AUDIO VISUAL MEDIA IN IMPROVING LEARNING OUTCOMES ON THE RUKUN OF IMAN MATERIALS IN CLASS I STUDENTS OF ELEMENTARY SCHOOL NEGERI 49 BANDA ACEH CITY. *PIONEERS: JOURNAL OF EDUCATION* , 9 (1). <https://doi.org/10.22373/pjp.v9i1.7144>
- Iskandar, W. (2019). Teachers' Ability to Communicate to Increase Student Interest in Learning at SDIT Umami Darussalam Bandar Setia. *AR-RIYAH: Journal of Basic Education* , 3 (2), 135. <https://doi.org/10.29240/jpd.v3i2.1126>
- Isma, TW, Putra, R., Wicaksana, TI, Tasrif, E., & Huda, A. (2022). Improving Student Learning Outcomes through Problem Based Learning (PBL). *Scientific Journal of Education and Learning* , 6 (1), 155. <https://doi.org/10.23887/jipp.v6i1.31523>
- Isnanto, I. (2022). Student Learning Outcomes Judging from Learning Style. *Aksara: Journal of Non-formal Education* , 8 (1), 547. <https://doi.org/10.37905/aksara.8.1.547-562.2022>
- Jamil, A., Sa'dijah, C., & Susanto, H. (2022). Google Classroom Media Assisted by PowerPoint Animation on Student Learning Outcomes. *Mosharafa: Journal of Mathematics Education* , 11 (2), 339–348. <https://doi.org/10.31980/mosharafa.v11i2.1340>
- Julianto, IR, & Umami, AS (nd). *National Seminar on Indonesian Language and Literature* . *Journal of Elementary School Education*.
- Kusumahwardani, D., Pramadi, A., & Maspupah, M. (2022). Improving Student Learning Outcomes Using Animaker-Based Audiovisual Animation Videos on Human Movement System Material. *UNMA FKIP Education Journal* , 8 (1), 110–115. <https://doi.org/10.31949/educatio.v8i1.1665>
- Lamusu, H., Hafid, R., Bahsoan, A., Moonti, U., & Mahmud, M. (nd). *The Effect of Management of School Operational Assistance Funds on Integrated Social Sciences Learning Facilities and Infrastructure at SMP Negeri 1 Tilango, Gorontalo Regency* . *Multidisciplinary Scientific Journal*.

***Influence of Visual Media and Interest in Learning on Student Learning Outcomes in Social Sciences Subjects at SMP Negeri 1 Bunta***

- Lase, A., & Ndruru, F.I. (2022). Application of the Discovery Inquiry Learning Model in Improving Student Learning Outcomes. *Educativo: Journal of Education* , 1 (1), 35–44. <https://doi.org/10.56248/educativo.v1i1.6>
- Limin, S., & Kundiman, R. S. (2015). *The Role of Audio-Visual Based Learning Media in Supporting Students' Interest in Learning in Music History Courses* . 4 . *Journal Of Creative and Study Of Church Music*.
- Lubis, AP, & Nuriadin, I. (2022). Effectiveness of the Wordwall Application to Improve Student Learning Outcomes in Elementary School Mathematics Learning. *Basicedu Journal* , 6 (4), 6884–6892. <https://doi.org/10.31004/basicedu.v6i4.3400>
- Mawati, AT, & Arifudin, O. (nd). *THE IMPACT OF CHANGES IN THE EDUCATIONAL CURRICULUM ON PRIMARY SCHOOL STUDENTS* . *Primary Edu Journal*.
- Mukhlis, MA, & Hasibuan, ARM (2022). *Application of Audio Visual Media to Improve Student Understanding in Islamic Education Subjects in Class VII Students of Al-Hikmah Private Middle School, Pulau Banyak* . 2 (1). *Journal of Social Sciences Education*.
- Musa'ad, F., Musa'ad, F., Setyo, AA, & Trisnawati, NF (2023). *IMPLEMENTATION OF A PROBLEM BASED LEARNING MODEL USING GEOGEBRA TO IMPROVE STUDENTS' LEARNING RESULTS AND INTEREST* . 6 . *Research journal*.
- Nourhasanah, FY, & Aslam, A. (2022). Effectiveness of the Numbered Head Together (NHT) Cooperative Learning Model on Elementary School Students' Mathematics Learning Outcomes. *Basicedu Journal* , 6 (3), 5124–5129. <https://doi.org/10.31004/basicedu.v6i3.3050>
- Ole, AA, & Makausi, T.D. (2022). The Relationship between Teacher Teaching Creativity and Student Learning Interest. *Journal on Education* , 5 (1), 961–968. <https://doi.org/10.31004/joe.v5i1.699>
- Rachmawati, A., & Erwin, E. (2022). The Influence of the Think Pair Share (TPS) Learning Model Assisted by Animation Video Media on Primary School Student Learning Outcomes. *Basicedu Journal* , 6 (4), 7637–7643. <https://doi.org/10.31004/basicedu.v6i4.3613>
- Rahman, S. (2021). *THE IMPORTANCE OF LEARNING MOTIVATION IN IMPROVING LEARNING OUTCOMES* . *Proceedings Journal*.
- Ritonga, EDS, & Hasibuan, LR (2022). Analysis of Students' Difficulties in Learning Mathematics Pythagorean Theorem Material Seen from Students' Learning Interests at SMP Negeri 1 Rantau Utara. *Scholar's Journal: Journal of Mathematics Education* , 6 (2), 1449–1460. <https://doi.org/10.31004/cendekia.v6i2.1341>
- Rohmah, CO, & Mardiyah, SUK (nd). *THE INFLUENCE OF GADGET USE AND LEARNING ENVIRONMENT ON LEARNING INTEREST OF CLASS* *Journal of Education*
- Segara, B., Setiawan, A., Anwar, MS, & Arif, VR (2023). *Inquiry Method: Improving Mathematics Learning Outcomes for Middle School Students on the Area of Plane Figures* . *Journal of Classroom Action Research*.

- Septantiningtyas, N., & Hafidzah, U. (2022). Implementation of Learning via YouTube; Efforts to Improve Student Learning Outcomes during the Pandemic at Madrasah Ibtidaiyah. *Basicedu Journal* , 6 (4), 5801–5808. <https://doi.org/10.31004/basicedu.v6i4.3073>
- Septantiningtyas, N., Kholil, M., & Mutmainnah, R. (2022). *Effectiveness of Online Learning via the Zoom Application on Students' Interest in Learning* . 4 (4). *Journal of Educational Sciences*.
- Setiawan, A., Nugroho, W., & Widyaningtyas, D. (2022). THE INFLUENCE OF INTEREST IN LEARNING ON LEARNING OUTCOMES OF CLASS VI STUDENTS OF SDN 1 GAMPING. *RESPONSE: Journal of Basic Education Research and Innovation* , 2 (2), 92–109. <https://doi.org/10.55933/tjripd.v2i2.373>
- Sholichah, L., Rahmawati, E., & Dewi, G.K. (2022). The Influence of the Think Pair Share Model on Elementary School Student Learning Outcomes. *Basicedu Journal* , 6 (1), 1037–1045. <https://doi.org/10.31004/basicedu.v6i1.2079>
- Sunarti, S., Munirah, M., & Sulfasyah, S. (2022). The Effect of Implementing the Information Search Learning Strategy on Learning Interest and Reading Comprehension Learning Outcomes in Elementary School Students. *Basicedu Journal* , 6 (6), 9680–9694. <https://doi.org/10.31004/basicedu.v6i6.4104>
- Supardi, SUS, Leonard, L., Suhendri, H., & Rismurdiyati, R. (2015). The Influence of Learning Media and Interest in Learning on Physics Learning Outcomes. *Formative: Scientific Journal of Mathematics and Natural Sciences Education* , 2 (1). <https://doi.org/10.30998/formatif.v2i1.86>
- Suryana, A., Noviansyah, I., & Tamara, F. (2022). The Influence of Audio Visual Media on Student Learning Achievement at Madrasah Ibtidaiyah Nurul Ilmi Citeureup Bogor. *EduInnovation: Journal of Basic Educational Studies* , 2 (2), 112–132. <https://doi.org/10.47467/edui.v2i2.975>
- Susanto, A. (2022). *Application of the Connecting, Organizing, Reflecting, Extending (CORE) Learning Model Assisted with the Mind Mapping Method in Efforts to Improve Science Learning Outcomes that Contain Vibrations and Waves in Class VIII-A Semester 2 Students of SMP Negeri 1 Kauman Tulungagung 2019/2020 Academic Year* . 2 . *Journal of Learning and Education Sciences*.
- Telaumbanua, U., Ziliwu, D., & Harefa, AR (2022). Development of Audio Visual Based Learning Media on Human Respiratory System Material. *Educatum: Journal of Educational Sciences* , 1 (1), 1–12. <https://doi.org/10.56248/educatum.v1i1.27>
- Tiwow, D., Wongkar, V., Mangelep, NO, & Lomban, EA (2022). The Influence of Powtoon Animation Learning Media on Learning Outcomes in View of Students' Learning Interests. *Journal Focus Action of Research Mathematics (Factor M)* , 4 (2), 107–122. [https://doi.org/10.30762/factor\\_m.v4i2.4219](https://doi.org/10.30762/factor_m.v4i2.4219)
- Tri Wulandari & Adam Mudinillah. (2022). Effectiveness of Using the CANVA Application as a MI/SD Science Learning Media. *Journal of Madrasah Ibtidaiyah Research (JURMIA)* , 2 (1), 102–118. <https://doi.org/10.32665/jurmia.v2i1.245>
- Vidyastuti, AN, Effendi, MM, & Darmayanti, R. (2022). Tik-Tok Application: Development of Mathematics Learning Media with Sequence and Series Material to Increase High School Students' Interest in Learning. *Nusantara Math Educator Journal: A Vehicle for*

***Influence of Visual Media and Interest in Learning on Student Learning Outcomes in Social Sciences Subjects at SMP Negeri 1 Bunta***

*Publication of Scientific Writing in the Field of Mathematics Education* , 8 (2), 91–106.  
<https://doi.org/10.29407/jmen.v8i2.18267>

- Wati, F., & Kabariah, S. (nd). *SUBJECTS AND OBJECTS OF EDUCATIONAL EVALUATION IN SCHOOLS/MADRASAS TOWARDS THE DEVELOPMENT OF THE INDUSTRIAL REVOLUTION 5.0* . *Journal of Education and Teacher Training*.
- Wirantiara, P. (nd). *The Influence of the Inquiry Learning Model on Students' Interest in Learning on the Theme of Objects Around Us in Class V of SD PAB 20 Bandar Klippa* . *Journal of Educational Research*.
- Yuliana, E., Nirmala, SD, & Ardiasih, LS (2023). The Influence of Teacher Digital Literacy and Learning Environment on Primary School Student Learning Outcomes. *Basicedu Journal* , 7 (1), 28–37. <https://doi.org/10.31004/basicedu.v7i1.4196>
- Zahwa, FA, & Syafi'i, I. (2022). CHOICE OF INFORMATION TECHNOLOGY BASED LEARNING MEDIA DEVELOPMENT. *Equilibrium: Journal of Educational and Economic Research* , 19 (01), 61–78. <https://doi.org/10.25134/equi.v19i01.3963>
- Zebua, E., & Harefa, A. T. (2022). Application of the Blended Learning Model to Increase Student Interest in Learning. *Educativo: Journal of Education* , 1 (1), 251–262. <https://doi.org/10.56248/educativo.v1i1.35>