

**THE EFFECT OF THE USE OF INTERACTIVE LEARNING MEDIA AND
LEARNING INTEREST ON THE UNDERSTANDING OF
IPAS CONCEPTS FOR GRADE IV STUDENTS
OF SDS IT ADZKIA 1 PADANG**

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Abstract

This study aims to examine the effect of Interactive Learning Media and Learning Interest on students' Understanding of IPAS Concepts in fourth-grade students of SDS IT Adzkia 1 Padang. This research employed a quantitative approach using a correlational method through multiple linear regression analysis. The population consisted of all fourth-grade students of SDS IT Adzkia 1 Padang, totaling 85 students, and all were used as the research sample. Data were collected using questionnaires to measure Interactive Learning Media and Learning Interest, and a test was administered to assess students' Understanding of IPAS Concepts. Data analysis was conducted using SPSS software. The results showed that partially, Interactive Learning Media did not have a significant effect on students' Understanding of IPAS Concepts, with a significance value of 0.070 (> 0.05). Meanwhile, Learning Interest had a significant effect on students' Understanding of IPAS Concepts, with a significance value of 0.039 (< 0.05). Simultaneously, Interactive Learning Media and Learning Interest had a significant effect on students' Understanding of IPAS Concepts, with a significance value of 0.000 (< 0.05). The coefficient of determination (R Square) was 0.208, indicating that both independent variables contributed 20.8% to students' Understanding of IPAS Concepts, while the remaining 79.2% was influenced by other factors outside this study. It can be concluded that Learning Interest is a more dominant factor influencing students' Understanding of IPAS Concepts compared to Interactive Learning Media. Therefore, efforts to enhance students' learning interest should be prioritized to improve their conceptual understanding in IPAS learning.

Keywords: Interactive Learning Media, Learning Interest, Understanding of IPAS Concepts, Multiple Linear Regression



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INTRODUCTION

Education is a systematic process that aims to develop the potential of students as a whole, both in cognitive, affective, and psychomotor aspects.¹ At the elementary school level, education has a strategic role in shaping the basis of students' thinking skills, scientific attitudes, and character.² Education is an absolute necessity that must be fulfilled throughout life. Without education, it is very impossible for humans to live and develop in line with their ideals towards progress, welfare, and happiness, according to the concept of their outlook on life. In order for the achievement of the goals of education to be effective depends a lot on the learning process carried out.³ One of the subjects that has a significant contribution to the formation of these abilities is Natural and Social Sciences (IPAS). In the Independent Curriculum, IPAS is designed as an integrative subject that combines scientific and social dimensions to help students understand the relationship between natural phenomena and social life in a contextual manner.⁴

Conceptually, social studies learning is not only oriented to mastering facts, but also to understanding meaningful concepts. Ausubel's learning theory emphasizes that the most important factor in learning is what students already know. This means that effective learning must be able to relate new concepts to the cognitive structure that students already have.⁵ In line with that, Bruner stated that learning is an active process in building knowledge based on previous experience.⁶ Thus, the understanding of the concept of IPAS is the main foundation in developing critical thinking, analytical, and problem-solving skills in elementary school students.

Good understanding of concepts is characterized by students' ability to reinterpret material in their own language, relate between concepts, apply concepts to new situations, and minimize misconceptions.⁷ Basic concepts such as living things, energy, the environment, social interaction, and economic activities are important prerequisites for learning at the next level. If the

¹ Ni Ketut Erna Muliastri, "Pengembangan Strategi Pembelajaran Berbasis Karakter Untuk Meningkatkan Literasi Sains Siswa Sekolah Dasar," *Jurnal Citra Pendidikan Anak* 4, no. 1 (February 2025), <https://doi.org/10.38048/jcpa.v4i1.5143>.

² Ni Ketut Erna Muliastri.

³ Lukman Hakim, "Pemerataan Akses Pendidikan Bagi Rakyat Sesuai Dengan Amanat Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial* 2, no. 1 (March 2016), <https://jurnal.umsu.ac.id/index.php/edutech/article/view/575>.

⁴ Ukhti Salsabila, Sinta Nuriah, and Maulida Rizqia, "Studi Literatur: Analisis Buku Ajar IPAS Kelas III SD Kurikulum Merdeka Terbitan Kemendikbud Dan Erlangga," *PRIMARY EDUCATION JOURNAL (PEJ)* 9, no. 2 (2025).

⁵ Hidayatul Muamanah and . Suyadi, "Pelaksanaan Teori Belajar Bermakna David Ausubel Dalam Pembelajaran Pendidikan Agama Islam," *Belajea; Jurnal Pendidikan Islam* 5, no. 1 (May 2020), <https://doi.org/10.29240/belajea.v5i1.1329>.

⁶ Cici Aulia Rahmania et al., "Analisis Teori Belajar Bruner Untuk Membantu Peserta Didik Dalam Pembelajaran Matematika," *Jurnal Pendidikan Matematika* 8, no. 1 (2025).

⁷ Suci Zakiah Dewi and H. Tatang Ibrahim, "Pentingnya Pemahaman Konsep Untuk Mengatasi Miskonsepsi Dalam Materi Belajar IPA di Sekolah Dasar," *Jurnal Pendidikan Universitas Garut* 13, no. 01 (2019).

understanding of concepts is not formed optimally, students tend to rely on memorization, experience difficulties in analyzing problems, and show low and unsustainable learning outcomes.⁸

However, the reality in the field shows that the understanding of the concept of IPAS by elementary school students still faces various obstacles. Based on the results of observations at SDS IT Adzkia 1 Padang, it was found that most of the fourth grade students have not reached the Minimum Completeness Criteria (KKM) in the science subject. Students have difficulties in answering questions in the form of essays, are not able to relate concepts to daily life, and still show a tendency to learn by rote learning. This condition indicates that the learning process has not fully encouraged the occurrence of deep conceptual understanding.

One of the factors that is suspected to affect the low understanding of concepts is the use of learning media that is not optimal. Learning is still dominated by conventional methods such as lectures, the use of textbooks, and whiteboards. In fact, in the context of 21st century learning, the use of technology-based interactive learning media is an inevitable necessity. Interactive learning media allows students to be actively involved through animations, simulations, videos, and digital quizzes that are able to concretize abstract concepts. Theoretically, interactive media supports the principle of constructivistic learning because it provides a multisensory and participatory learning experience.

In addition to external factors in the form of learning media, students' internal factors also have an important contribution, one of which is interest in learning. Learning interest is an affective tendency that encourages students to pay attention, feel happy, and be actively involved in learning activities.⁹ Students with high interest in learning tend to be more focused, enthusiastic, and have an intrinsic drive to understand the material. Conversely, low interest in learning can lead to a lack of involvement in the learning process even though the media used is already innovative.¹⁰ Therefore, interest in learning cannot be separated from efforts to improve understanding of concepts.

Based on the results of an interview with a grade IV teacher of SDS IT Adzkia 1 Padang on November 10, 2025, information was obtained that students' understanding of the concept of social studies is still relatively low. This can be seen from the results of daily tests that use essay

⁸ Syifa Nurul Andini and Dr Yohamintin, "Analisis Hambatan Kognitif Siswa Kelas 2 Sd Dalam Menginternalisasi Konsep Perkalian Sebagai Penjumlahan Berulang Di Sdit Global Insani Islamic School," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 10, no. 03 (2025).

⁹ Fara Prissilia Putri, Aryo Andri Nugroho, and Rizky Esti Utami, "Analisis Minat Belajar Matematika Siswa yang Diterapkan pada School from Home (SFH)," *Imajiner: Jurnal Matematika dan Pendidikan Matematika* 4, no. 4 (July 2022), <https://doi.org/10.26877/imajiner.v4i4.10856>.

¹⁰ Jamaluddin Jamaluddin, "MINAT BELAJAR (Tinjauan Guru Pendidikan Agama Islam)," *Al-Qalam: Jurnal Kajian Islam dan Pendidikan* 11, no. 1 (June 2019), <https://doi.org/10.47435/al-qalam.v1i1.56>.

questions, where students have not been able to answer questions clearly and completely. The average student score is still below the set KKM, which is 80. Data on the results of the daily exam for class IV science can be seen in the following table.

Table 1. Results of Daily Tests (UH) of IPAS

Classes	Number of Students	Tuntas	Percentage Completion	Incomplete	Average	KKM
IV A	27	13	51,85%	14	73	80
IV B	27	11	59,25%	16	77	80
IV C	27	9	66,66%	18	69	80
IV D	27	12	55,55%	15	78	80

Source: Homeroom Teacher of Class IV SDS IT Adzkia 1 Padang

Based on this description, this study is important to analyze the influence of interactive learning media and learning interests on the understanding of science concepts of grade IV students at SDS IT Adzkia 1 Padang, both partially and simultaneously. The results of this research are expected to make a theoretical contribution to the development of technology-based science learning studies, as well as practical contributions for teachers and schools in designing more effective, contextual, and meaningful learning.

RESEARCH METHODS

This study uses a quantitative approach with the type of causal associative research and *ex post facto design*. The selection of this approach and type of research is based on the main objective of the research, which is to empirically test the influence of the use of interactive learning media and learning interest on students' understanding of science concepts through objective measurements and inferential statistical analysis. The type of research used is causal associative research, which is research that aims to determine the cause-and-effect relationship between two or more variables.¹¹ Causal associative research not only examines the existence or absence of relationships between variables, but also analyzes the direction and strength of the influence of independent variables on bound variables.¹² In the context of this study, the use of

¹¹ Ketut Maharani and I. Made Pradana Adiputra, "Pengaruh Pengetahuan Wajib Pajak, Sanksi Pajak, Dan Sistem Samsat Drive Thru Terhadap Kepatuhan Wajib Pajak Kendaraan Bermotor Pada Kantor Samsat Di Kabupaten Buleleng," *JIMAT (Jurnal Ilmiah Mahasiswa Akuntansi) Undiksha* 14, no. 03 (October 2023), <https://doi.org/10.23887/jimat.v14i03.61207>.

¹² Reza Akbar, U. Sulia Sukmawati, and Khairul Katsirin, "Analisis Data Penelitian Kuantitatif: Pengujian Hipotesis Asosiatif Korelasi," *Jurnal Pelita Nusantara* 1, no. 3 (January 2024), <https://doi.org/10.59996/jurnalpelitanusantara.v1i3.350>.

interactive learning media (X_1) and learning interest (X_2) is positioned as independent variables that are theoretically and empirically suspected to have an influence on the understanding of the concept of IPAS (Y).

The population in this study is all students of grade IV of SDS IT Adzkia 1 Padang for the 2025/2026 Academic Year which totals 108 students, spread over four parallel classes. The population was determined based on the suitability of the subject's characteristics with the purpose of the study, which is to examine the influence of the use of interactive learning media and learning interest on the understanding of science concepts. The sampling technique used in this study is proportional random sampling, which is a random sampling technique by paying attention to the proportion of the number of students in each class.¹³ This technique was chosen because the research population consists of several parallel classes with a relatively balanced number of students, so that each member of the population has an equal chance of being selected as a research sample.

Data Collection Techniques

1. Questionnaire (Questionnaire), Questionnaire is used as a data collection technique to obtain information about the use of interactive learning media (X_1) and learning interests (X_2) through students' responses to statements that have been structured.
2. Written Test, Written test is used as a data collection technique to objectively measure students' understanding of IPAS (Y) concepts through multiple-choice questions that have been prepared based on learning indicators.
3. Documentation, Documentation techniques are used as research supporting data, in the form of data on the number of students, class lists, school profiles, and documentation of learning activities. Documentation data serves to strengthen the research context and support the validity of the main data obtained through questionnaires and tests.¹⁴

Data Analysis Techniques

1. Descriptive Analysis

The descriptive analysis aims to provide an overview of the data characteristics of each research variable, namely the use of interactive learning media, learning interests, and

¹³ I. Gede Ngurah Diatmika, I. Wayan Sujana, and Made Putra, "Korelasi Antara Disiplin Dalam Belajar Dengan Kompetensi Pengetahuan IPS Siswa Kelas IV SD Gugus 1 Kecamatan Mengwi Tahun Pelajaran 2016/2017," *Journal of Education Technology* 1, no. 3 (November 2017), <https://doi.org/10.23887/jet.v1i3.12499>.

¹⁴ Diatmika, Sujana, and Putra.

understanding of IPAS concepts. This analysis is not intended to test hypotheses, but rather to describe the trends of the data quantitatively.¹⁵

2. Analysis Prerequisites Test

- a. Normality Test, Normality test is carried out to find out whether the research data is normally distributed.¹⁶ The assumption of normality is important in regression analysis because it relates to the validity of the regression coefficient significance test. Normally distributed data allow the use of parametric statistical tests.
- b. Linearity Test, The linearity test is performed to ensure that the relationship between the free variable and the bound variable is linear. The assumption of linearity is an important prerequisite in linear regression analysis, because the linear regression model is only appropriate if the relationship between variables follows a straight line pattern.¹⁷
- c. Multicollinearity test, The multicollinearity test is carried out to determine whether there is a high correlation between independent variables. High multicollinearity can cause regression coefficient instability and make it difficult to interpret the influence of each independent variable.¹⁸

3. Uji Hypothesis

After all the analysis prerequisites are met, the next step is to perform a multiple linear regression analysis hypothesis test. Multiple linear regression analysis is used to test the influence of simultaneous independent variables on bound variables.

RESULTS AND DISCUSSION

1. Descriptive Analysis

Variable data of interactive learning media (X1) was obtained through a questionnaire instrument given to grade IV students of SDS IT Adzkia 1 Padang as research respondents. The questionnaire was filled out by respondents after participating in learning activities in accordance with research procedures.

¹⁵ M. Syahrani Jailani and Deassy Arestya Saksitha, "Tehnik Analisis Data Kuantitatif Dan Kualitatif Dalam Penelitian Ilmiah," *Journal Genta Mulia* 15, no. 2 (2024), <https://ejournal.stkipbbm.ac.id/index.php/gm>.

¹⁶ Atmira Qurnia Sari, Y. L. Sukestiyarno, and Arief Agoestanto, "Batasan Prasyarat Uji Normalitas Dan Uji Homogenitas Pada Model Regresi Linear," *Unnes Journal of Mathematics* 6, no. 2 (2017), <http://journal.unnes.ac.id/sju/index.php/ujm>.

¹⁷ Fatia Fatimah and Memet Casmal, *Pemodelan Regresi Linear Untuk Memprediksi Nilai Penjualan Di PT Goodiebag Custom Indonesia Tanpa Mempertimbangkan Uji Asumsi*, 5 (2024).

¹⁸ Rina Mahfudoh and Purwanti Purwanti, "Likuiditas, Profitabilitas, dan Dinamika Harga Saham Perusahaan Teknologi di Indonesia," *Revenue: Jurnal Lentera Bisnis Manajemen* 03, no. 04 (2025), <https://lenteranusa.id/>.

The distribution of variable score categories of interactive learning media is presented in the following table:

Table 2. Descriptive Statistics of Interactive Learning Media Variables (X1)

Statistics			
		Kelas	Media Pembelajaran Interaktif
N	Valid	85	85
	Missing	0	0
Mean		2.52	40.47
Median		3.00	40.00
Mode		4	40
Std. Deviation		1.130	3.404
Minimum		1	32
Maximum		4	50

Based on the results of the descriptive analysis, it can be seen that the use of interactive learning media in science learning in grade IV SDS IT Adzkia 1 Padang is in the category of 63.5% (moderate). This shows that the use of interactive learning media in the learning process has contributed to increasing student involvement during learning activities.

Table 3. Descriptive Statistics of Learning Interest Variables (X2)

Statistics				
		Kelas	Media Pembelajaran Interaktif	Minat Belajar
N	Valid	85	85	85
	Missing	0	0	0
Mean		2.52	40.47	41.27
Median		3.00	40.00	41.00
Mode		4	40	39 ^a
Std. Deviation		1.130	3.404	4.934
Minimum		1	32	30
Maximum		4	50	50

a. Multiple modes exist. The smallest value is shown

Based on the results of descriptive statistical analysis of the Learning Interest variable (X2), the number of respondents was 85 students. The mean score was 41.27 with a median of 41.00 and mode 39. The standard deviation of 4.934 showed that the variation in data was

quite moderate. The minimum score was 30 and the maximum was 50. This shows that the level of student learning interest is in a relatively good category with a fairly even score range.

Table 4. Descriptive Statistics of Variables of IPAS Concept Understanding (Y)

Statistics					
		Kelas	Media Pembelajaran Interaktif	Minat Belajar	Pemahaman Konsep IPAS
N	Valid	85	85	85	85
	Missing	0	0	0	0
Mean		2.52	40.47	41.27	90.82
Median		3.00	40.00	41.00	96.00
Mode		4	40	39 ^a	100
Std. Deviation		1.130	3.404	4.934	9.987
Minimum		1	32	30	64
Maximum		4	50	50	100

a. Multiple modes exist. The smallest value is shown

Based on the results of descriptive statistical analysis of the Social Science Concept Understanding variable (Y), the number of respondents was obtained as many as 85 students. The mean score was 90.82 with a median of 96.00 and a mode of 100. The standard deviation of 9.987 showed that the variation in scores was quite diverse. The minimum score was 64 and the maximum was 100. This shows that the level of understanding of the concept of social science is generally in the high category.

2. Analysis Prerequisites Test

Table 5. Normality Test (X1, X2, and Y)

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kelas	.171	85	<.001	.854	85	<.001
Media Pembelajaran Interaktif	.108	85	.016	.976	85	.120
Minat Belajar	.106	85	.019	.954	85	.004
Pemahaman Konsep IPAS	.239	85	<.001	.840	85	<.001

a. Lilliefors Significance Correction

Decision Criteria:

Sig. > 0.05 → Normal

Sig. < 0.05 → Abnormal

Since all Sig. values < 0.05, the X1, X2, and Y data are not normally distributed.

Based on the results of the normality test using Kolmogorov-Smirnov, the significance value of the Interactive Learning Media (X1) variable was 0.016, the Learning Interest variable (X2) was 0.019, and the Social Science Concept Understanding variable (Y) was 0.000. Because the overall significance value is smaller than 0.05, it can be concluded that the research data is not normally distributed.

The results of the normality test showed abnormal data ($\text{Sig} < 0.05$). However, in educational studies with a sample of > 30 ($N = 85$), linear regression can still be used based on the Central Limit Theorem (CLT) which states that the sampling distribution will be close to normal if the sample size is large enough.

Although the results of the normality test showed that the data was not normally distributed, multiple linear regression analysis could still be performed because the number of samples in this study was more than 30 respondents ($N = 85$). Based on the Central Limit Theorem, the sampling distribution will be close to normal so that parametric analysis can still be used.

Table 6. Multicollinearity Test

Variabel	Tolerance	VIF
X1	0,589	1,697
X2	0,589	1,697

Based on the results of the multicollinearity test, the tolerance value of the Interactive Learning Media (X1) variable was 0.589 and the Learning Interest (X2) was 0.589, both of which were greater than 0.10. The VIF value of each variable was 1.697, smaller than 10. Thus, it can be concluded that there are no symptoms of multicollinearity in the regression model.

Table 7. Multiple Linear Regression Equations
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	40.463	11.747		3.445	<.001		
	Media Pembelajaran Interaktif	.690	.376	.235	1.838	.070	.589	1.697
	Minat Belajar	.543	.259	.268	2.097	.039	.589	1.697

a. Dependent Variable: Pemahaman Konsep IPAS

Based on the results of multiple linear regression analysis, the following equations were obtained:

$$Y = 40.463 + 0.690X_1 + 0.543X_2$$

Meaning:

- If the value of X_1 increases by 1 unit, then the Understanding of the Concept of Social Science increases by 0.690 units.
- If the value of X_2 increases by 1 unit, then the Understanding of the Concept of IPAS increases by 0.543 units.

Table 8. T test (Partial)

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	40.463	11.747		3.445	<.001		
	Media Pembelajaran Interaktif	.690	.376	.235	1.838	.070	.589	1.697
	Minat Belajar	.543	.259	.268	2.097	.039	.589	1.697

a. Dependent Variable: Pemahaman Konsep IPAS

Criteria:

Sig < 0.05 → Significance

- $X_1 = 0.070 (>0.05) \rightarrow$ Insignificant
- $X_2 = 0.039 (<0.05) \rightarrow$ Significant

The results of the t-test showed that the Interactive Learning Media variable (X_1) had a significance value of 0.070 (> 0.05), so it did not have a significant effect on the Understanding of Science Concepts. Meanwhile, the variable of Learning Interest (X_2) had a significance value of 0.039 (< 0.05), so it had a significant effect on the Understanding of Science Concepts.

Table 9. Test F (Simultaneous)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1745.530	2	872.765	10.790	<.001 ^b
	Residual	6632.823	82	80.888		
	Total	8378.353	84			

a. Dependent Variable: Pemahaman Konsep IPAS

b. Predictors: (Constant), Minat Belajar, Media Pembelajaran Interaktif

Criteria:

$\text{Sig} < 0.05 \rightarrow \text{Significance}$

From the ANOVA table:

- F count = 10,790
- sig = 0.000

Because: $0.000 < 0.05$

This means that simultaneously X1 and X2 have a significant effect on Y.

Based on the results of the F test, an F value of 10.790 was obtained with a significance value of 0.000 (< 0.05). This shows that simultaneously the variables of Interactive Learning Media (X1) and Learning Interest (X2) have a significant effect on the Understanding of the Concept of Social Science (Y).

Discussion

Discussion of the Influence of Interactive Learning Media on the Understanding of Science Concepts

The results showed that partially the Interactive Learning Media (X1) did not have a significant effect on the Understanding of the Concept of Social Science (Y), with a significance value of 0.070 (> 0.05). However, the regression coefficient was positive (0.690), which showed a positive relationship between the use of interactive learning media and the understanding of the concept of Social Science.

Theoretically, this result can be studied through the Multimedia Theory proposed by Richard E. Mayer in *the Cognitive Theory of Multimedia Learning*. This theory explains that learning will be more effective when information is presented through a combination of visual and verbal, because humans have two information processing channels (dual channels), namely the visual channel and the auditory channel.¹⁹ Interactive learning media such as videos, animations, and digital presentations should be able to help students build a stronger mental representation of IPAS concepts. However, the insignificance of X1's influence can be partially caused by several factors. First, the effectiveness of media depends on how it is used by teachers. Interactive media does not automatically increase understanding if it is not accompanied by the right pedagogical strategy. Second, the characteristics of elementary school students who are at the concrete operational stage according to Jean Piaget's theory of cognitive development show that students are more optimal in learning through direct experience and manipulation of real objects, not just through digital representations. From the perspective of constructivism, learning

¹⁹ Atya Anindita Lukman Putri and Agus Lestari, "Analisis Kualitas Video Pembelajaran Berdasarkan Teori Multimedia Mayer," *Sinergi: Jurnal Ilmiah Multidisiplin* 1, no. 2 (2025), <https://publikasi.ahlalkamal.com/index.php/sinergi>.

is an active process of building knowledge based on experience. Interactive learning media should function as a scaffolding tool in building concepts, not just conveying information. If students are not actively involved in the process of exploration and reflection, then the media is only a presentation tool, not a knowledge construction tool.

In the context of Integrated Islamic Elementary Schools (SDIT), the use of learning media also needs to be integrated with Islamic values and character building. Interactive media that is only oriented to cognitive aspects without touching affective and spiritual aspects may not have had a maximum impact on the understanding of holistic concepts.

Thus, although the direction of the relationship is positive, interactive learning media in this study has not been the dominant factor in partially improving the understanding of IPAS concepts.

Discussion of the Influence of Learning Interest on the Understanding of IPAS Concepts

The results showed that Learning Interest (X2) had a significant effect on the Understanding of the Social Science Concept (Y) with a significance value of 0.039 (< 0.05). The regression coefficient of 0.543 showed that the higher the student's interest in learning, the higher the understanding of the Social Science concept. Theoretically, interest in learning is an internal factor that plays an important role in learning success. According to the theory of educational psychology proposed by John Dewey, interest is the center of attention that encourages a person's active involvement in an activity. Students who have high interest tend to be more focused, diligent, and have strong intrinsic motivation. In the perspective of learning motivation theory, interest is included in the aspect of intrinsic motivation that affects the intensity of learning efforts. Students who are interested in science science material will be more active in asking questions, discussing, and exploring additional information. This is in line with the view of Lev Vygotsky who emphasizes the importance of social interaction and active involvement in the learning process to achieve optimal cognitive development.

In the context of SDIT, interest in learning is not only related to the academic aspect, but also associated with intention (niyyah) and spiritual awareness in seeking knowledge. Islamic education views learning as part of worship. When students have a high interest, the learning process not only produces cognitive understanding, but also forms a positive attitude towards science as a mandate from Allah SWT. The dominance of the category of learning interest at a medium to high level in this study shows that students have good psychological readiness in receiving IPAS learning. This is the main factor that explains why the variable of learning interest has a significant influence on concept understanding.

Discussion of the Influence of Interactive Learning Media and Simultaneous Learning Interests on the Understanding of IPAS Concepts

The results of the F test showed that Interactive Learning Media and Learning Interest simultaneously had a significant effect on the understanding of the concept of science with a significance value of 0.000 (< 0.05). The R Square value of 0.208 showed that the two variables contributed 20.8% to the understanding of the concept of science. These results show that the increase in understanding of concepts is not only influenced by external factors (learning media), but also internal factors (learning interests). Pedagogically, effective learning occurs when there is a synergy between the right learning strategy and the psychological readiness of students. In the constructivism approach, meaningful learning occurs when students actively build knowledge through interesting and relevant learning experiences. Interactive learning media can be an external stimulus, while learning interest is an internal driver. The two complement each other in forming a meaningful learning experience.

In the context of learning IPAS at SDIT, the integration between interactive media and fostering learning interests can strengthen the process of internalizing scientific and Islamic values. IPAS as a subject that studies natural and social phenomena is very relevant to be associated with the concept of monotheism and concern for the environment, as well as the vision of an environmentally cultured school.

CONCLUSION

Based on the results of research and data analysis regarding the influence of Interactive Learning Media and Learning Interest on the Understanding of the Concept of Science Fiction of grade IV students of SDS IT Adzkia 1 Padang, the following conclusions can be drawn: (1) The results of the t-test show that the significance value of the Interactive Learning Media variable is 0.070 (> 0.05). This shows that partially the Interactive Learning Media does not have a significant effect on the Understanding of the Science Concept of the students. Thus, the hypothesis that there is a significant influence of the Interactive Learning Media on the Understanding of the Science Concept is not statistically proven. (2) The results of the t-test show that the significance value of the Learning Interest variable is 0.039 (< 0.05). This shows that the Interest in Learning has a significant effect on the Understanding of the Concept of Science Fiction. Thus, the hypothesis that there is a significant influence of Learning Interest on the Understanding of the Concept of Science is accepted. (3) Based on the results of the F test, a significance value of 0.000 (< 0.05) was obtained. This shows that Interactive Learning Media and Learning Interest together have a significant effect on students' understanding of science

concepts. Thus, the hypothesis that states the simultaneous influence of the two independent variables on the bound variables is accepted.

ADVICE

Based on the results of the study on the influence of Interactive Learning Media and Learning Interest on the Understanding of Science Concepts of grade IV students of SDS IT Adzkia 1 Padang, the researcher gave the following suggestions: (1) For Teachers, even though Interactive Learning Media does not show a significant influence partially, its use still needs to be improved and developed more optimally. Teachers are advised to combine interactive learning media with more varied and contextual learning strategies in order to increase the effectiveness of science learning learning. (2) For schools, schools are expected to provide support in the form of providing adequate learning facilities and infrastructure, as well as providing training to teachers in developing interactive learning media that are more innovative and effective. (3) For students, students are expected to increase interest and seriousness in participating in the learning process, because the results of the study show that learning interests have an influence on the understanding of concepts.

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