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THE INFLUENCE OF DIGITAL POSTER MEDIA ON STUDENTS' LEARNING INTEREST IN CLASS V SCIENCE SUBJECTS SDN TENGAH 03

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ABSTRACT

This research aims to investigate the influence of digital poster media on students' interest in learning in class V science and science subjects at SDN Tengah 03. Identification of problems includes the lack of use of digital poster media, lack of student enthusiasm, and low student interest in learning. This research used a quantitative survey method with 29 students from class VB. The research results show that the use of digital poster media significantly increases students' interest in learning. Data analysis was carried out through the T test and F test, showing the significant influence of digital poster media on students' interest in learning. However, this research has limitations, including a limited sample size and data collection methods that focus on questionnaires. However, the results of this research provide an empirical basis for implementing digital poster media in increasing students' interest in learning in elementary schools.

KEYWORDS *Digital Poster Media, Interest in Learning, Science Subjects*

INTRODUCTION

Education is a continuous activity in coaching and guiding students to achieve educational goals. In educational goals there is learning and teaching which is an integral part of every educational program, and there are always two people involved, namely the teacher and the student, in this process. In their role as educators, teachers build learning environments for their students that are purposeful, methodical, and long-lasting. Those who benefit from the learning environment created by the instructor are the students themselves, in their capacity as learning subjects. The 1945 Constitution of the Republic of Indonesia (UUD 1945) mandates the Indonesian Government to protect the entire Indonesian nation and all of Indonesia's blood and to promote general welfare, educate the life of the nation, and participate in implementing world order based on freedom, eternal peace and justice. social.

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According to article 1 paragraph (1) no 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills. that is needed by himself, society, nation and state. Where in the world of education, the teacher's main role is as the spearhead, because teachers directly influence, develop and develop students' abilities in the learning process so that they become intelligent, skilled and highly moral human beings. Where teachers make a huge contribution to the success of learning in schools. Teachers play a very important role in helping and supporting the development of students so that they can achieve and realize their life goals to the fullest (Anggraini et al., 2022). In this case, teachers are required to be able to choose or even combine convincing approaches to handle and deal with classroom management cases that are appropriate to the problems they face, and the ability to apply the curriculum is also required. The curriculum plays an important role in education, because it is related to determining the direction, content of education, and the educational process which ultimately determines the qualifications of graduates of an educational institution.

In the world of education there is definitely a learning process, where the learning process involves interaction between students and teachers. Teachers play a very important role in the teaching and learning process. The role of the teacher in learning is as an educator who can control and direct learning so that students can achieve learning goals. Teachers must also be more creative and innovative in providing learning materials in order to realize teacher responsibilities effectively, so that they are able to influence students and achieve learning outcomes with learning objectives.

Learning is a process of interaction between teachers and students and learning resources. According to Law No. 14 of 2005 regarding teachers and lecturers, Article 10 paragraph 1 states that "the teacher competencies referred to in article 8 are: Pedagogical Competency, Personality Competency, Professional Competency and Social Competence. Teaching and learning is an activity in conveying knowledge provided by an educator to students by interacting, so that learning activities run smoothly and are fun. Learning will be more enjoyable if teachers prepare and use renewable learning media and use digital media or technology.

The increasingly rapid development of technology in the current era of globalization cannot be separated from its influence and impact in the world of education. The development of technology as an improvement in the quality of education can improve the quality and quality of teaching and learning. Learning initiatives are greatly helped by advances in science and technology and the use of mass media . Teachers can provide a more conducive learning environment through the use of learning materials. To more easily achieve learning objectives, learning media is a tool that helps and supports the teaching and learning process by explaining the intended message. Learning media has a very important function, namely that it can help students improve understanding, increase knowledge acquisition, increase students' motivation and interest in learning. The presence of learning media that can create a pleasant learning atmosphere, arouse students' interest, and inspire them to consistently study well and enthusiastically can help improve the quality of teaching and learning.

There are various learning media that can be used in learning activities, namely visual media, audio media and audio visual media. Visual media is media that can only be seen, for example a picture, poster, or other things that can only be enjoyed by sight. Audio media is media that can be used only through the sense of hearing, for example

voice notes, radio, music, and so on. Meanwhile, audio-visual media is media that can be used only through the senses of sight and hearing, for example a video, short film, slide show and so on. One of the effective learning media now in the era of globalization is Digital Posters. Digital Posters are a learning medium that can contain learning information, learning videos, learning games, and even learning evaluations. In this way, teachers can use Digital Poster media to increase students' interest in the learning process.

Interest in learning is the behavior of students to carry out learning activities seriously. It can be said that interest in learning is a positive response or attitude from within students towards learning activities. Interest in learning is a characteristic of the human soul which is manifested through a number of symptoms such as feelings of liking, desire and passion as a process of changing behavior which tends to be carried out through various activities that gain knowledge and experience.

Students' learning interests will have an influence on learning activities. When students in elementary school have an interest in learning, then this shows aspects such as a feeling of enjoyment towards learning, involvement in learning activities, a feeling of interest in learning, awareness in students about the need to learn, and understanding the purpose of learning activities. With high interest in learning, there will also be high enthusiasm for learning activities as something that will be achieved. Meanwhile, without an interest in learning that arises from students in learning activities, problems will arise for them.

Students' interest in learning grows because it is influenced by various factors. Factors that can influence students' interest in learning in learning activities can be caused by 2 factors, namely internal factors and external factors. The internal factors are the physical and psychological aspects of students, while the external factors are the family, school and community environment. Students' interest in learning activities in elementary school is the interest of student participants in pursuing several or one of the subjects in elementary school, which can be seen through how students carry out these learning activities, one of which is the science and sciences subject.

Natural and Social Sciences (IPAS) at elementary school (SD) level is a subject aimed at building basic scientific literacy skills. The science and science content is the foundation for preparing students to study more complex natural and social sciences at junior high school (SMP) level. When studying the surrounding environment, students at the elementary school level (SD) see natural phenomena and social phenomena as an integrated phenomenon, and they begin to learn to practice observing or observing, exploring, which encourages other inquiry abilities which are very important to become the foundation before they learn more specific concepts and topics in science and social studies subjects when students study at the next level of junior high school (Suhelayanti et al., 2023). From my observations at SDN Tengah 03, the science and science subject is one of the lessons that is considered monotonous and the teacher is dominant. Because teachers more often ask students to memorize concepts, terms and theories so that lessons that should be integrated into one unit as processes, attitudes and applications are neglected. And teachers also often use the lecture method so that students' interest and interest in learning science subjects becomes low. Therefore, it creates a tendency for students to become bored and fed up (Andreani & Gunansyah, 2023).

In the Big Indonesian Dictionary, 2016 Natural and Social Sciences (IPAS) is a science that studies living things and inanimate objects in the universe and their interactions, and examines human life as individuals as well as social creatures who interact with their environment. In general, science is defined as a combination of various

knowledge that is arranged logically and systematically by taking into account cause and effect. This knowledge includes natural knowledge and social knowledge(Badan et al., 2022)

Science education has a role in realizing the Pancasila Student Profile as an ideal depiction of the profile of Indonesian students. IPAS helps students grow their curiosity about phenomena that occur around them. This curiosity can trigger students to understand how the universe works and interacts with human life on earth. This understanding can be used to identify various problems faced and find solutions to achieve sustainable development goals. The basic principles of scientific methodology in science and science learning will train a scientific attitude (high curiosity, critical, analytical thinking skills and the ability to draw the right conclusions) which will give birth to wisdom in students. Science learning aims to increase the potential of students to become concerned about social problems that occur in society and existing natural problems.

This research is entitled "The Influence of Digital Poster Media on Interest in Learning in Class V Science and Science Subjects at SDN Tengah 03." Identification of problems includes the lack of use of digital poster media in science and science learning, lack of student enthusiasm, monotony of the learning process, and low student interest in learning. This research is limited to class V at SDN Tengah 03, focuses on science subjects on flora and fauna in Indonesia, and focuses on the influence of digital poster media on interest in learning. The problem formulation asks about the increase in interest in learning before and after using digital poster media and whether there is an influence from its use. The benefits, theoretically, are expected to increase insight and serve as a reference for further research. Practically, it provides benefits for schools in improving the learning process, for teachers as a source of information, for students to increase activity and facilitate understanding, and for researchers to increase knowledge about the application of digital poster media.

RESEARCH METHOD

This research aims to evaluate the impact of using digital poster media on interest in learning in class V science and science subjects at SDN Tengah 03. Through this research, it is hoped that related parties can assess the effectiveness of learning methods using digital poster media to improve the learning process in the future. This research was carried out at SDN Tengah 03 Class V in East Jakarta. This school was chosen because students' interest in learning science subjects in class V is still low, and there has never been any similar research before. The research was conducted in the even semester of the 2024/2025 academic year, involving 29 students from class VB. The research method used was a survey with a quantitative approach, involving two class groups, namely classes VA and VB, to evaluate the influence of digital poster media on learning interest in science lessons. This research uses digital posters as a learning medium for Flora and Fauna material in Indonesia. The learning process is carried out through several stages, starting from the introduction using PowerPoint (PPT), then continuing with digital poster media at the second meeting. In the closing stage, students are asked to fill out a questionnaire to evaluate their interest in learning. The research results will be processed using descriptive and inferential statistical analysis to compare data from the two class groups. Prerequisite tests such as normality tests and homogeneity tests will also be

carried out before testing the hypothesis with the t-test. The hope is that the results of this research can provide useful information to improve learning methods in the future.

RESULTS AND DISCUSSION

A. Data Description

This research uses a descriptive quantitative method involving a sample of class V students from SDN Tengah 03. The instrument used in this research is a questionnaire which aims to identify the influence of digital poster media on students' interest in learning in science and science subjects for class V SDN Tengah 03.

After the data was collected, the validity and reliability of the instrument was tested on 24 students using SPSS software to ensure the validity of the data obtained. The final step involves statistical calculations and reporting of results.

Data obtained from the questionnaire is tabulated in a table to describe all existing values. This tabulation makes subsequent statistical calculations easier to determine value trends. The results of the calculations that have been analyzed are then presented in the research discussion section.

The following is control and experimental class data regarding the scores and grades of class V students at SDN Tengah 03:

Table 4.1 Score and Grade Data for Class V Students at SDN Tengah 03

5B Control Class			5A Experimental Class		
No	Score	Mark	No	Score	Mark
1	42	70	1	46	77
2	41	68	2	43	72
3	40	67	3	38	63
4	45	75	4	53	88
5	34	57	5	48	80
6	46	77	6	36	60
7	37	62	7	42	70
8	45	75	8	40	67
9	45	75	9	55	92
10	44	73	10	43	72
11	50	83	11	48	80
12	42	70	12	45	75
13	41	68	13	39	65
14	40	67	14	37	62
15	41	68	15	47	78
16	36	60	16	43	72
17	45	75	17	37	62
18	36	60	18	36	60
19	47	78	19	43	72
20	35	58	20	43	72
21	40	67	21	45	75
22	42	70	22	54	90

23	32	53	23	40	67
24	32	53	24	49	82

1. **Frequency, Histogram, and Box Plot of Control class 5B students**

Table 4.2 Frequency Statistics for Control class 5B students

Statistics

		NOMOR	SKOR_SISWA_5BKONTROL	NILAI_SISWA_5BKONTROL
N	Valid	24	24	24
	Missing	0	0	0
Mean		12.50	40.75	67.88
Median		12.50	41.00	68.00
Std. Deviation		7.071	4.812	8.013
Variance		50.000	23.152	64.201
Minimum		1	32	53
Maximum		24	50	83
Sum		300	978	1629

Table 4.3 Frequency of Scores for Control Class 5B students using SPSS

SKOR_SISWA_5BKONTROL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	2	8.3	8.3	8.3
	34	1	4.2	4.2	12.5
	35	1	4.2	4.2	16.7
	36	2	8.3	8.3	25.0
	37	1	4.2	4.2	29.2
	40	3	12.5	12.5	41.7
	41	3	12.5	12.5	54.2
	42	3	12.5	12.5	66.7
	44	1	4.2	4.2	70.8
	45	4	16.7	16.7	87.5
	46	1	4.2	4.2	91.7
	47	1	4.2	4.2	95.8
	50	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Table 4.4 Frequency of Scores for Control Class 5B students using SPSS

NILAI_SISWA_5BKONTROL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	2	8.3	8.3	8.3
	57	1	4.2	4.2	12.5
	58	1	4.2	4.2	16.7
	60	2	8.3	8.3	25.0
	62	1	4.2	4.2	29.2
	67	3	12.5	12.5	41.7
	68	3	12.5	12.5	54.2
	70	3	12.5	12.5	66.7
	73	1	4.2	4.2	70.8
	75	4	16.7	16.7	87.5
	77	1	4.2	4.2	91.7
	78	1	4.2	4.2	95.8
	83	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Table 4.5 Histogram of 5B Control class student scores using SPSS

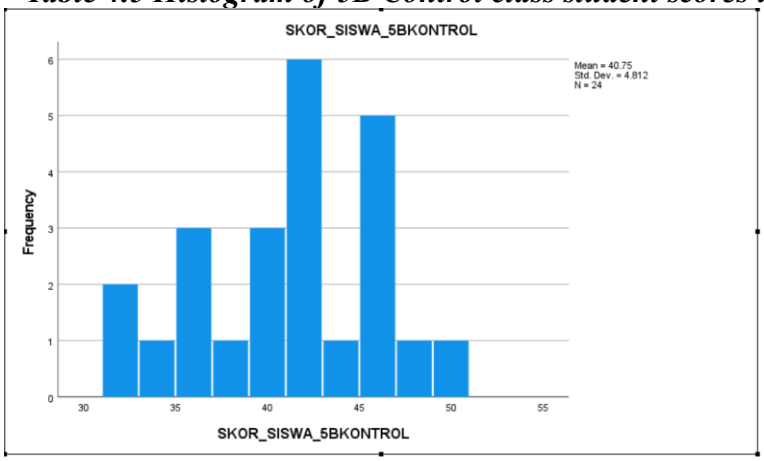
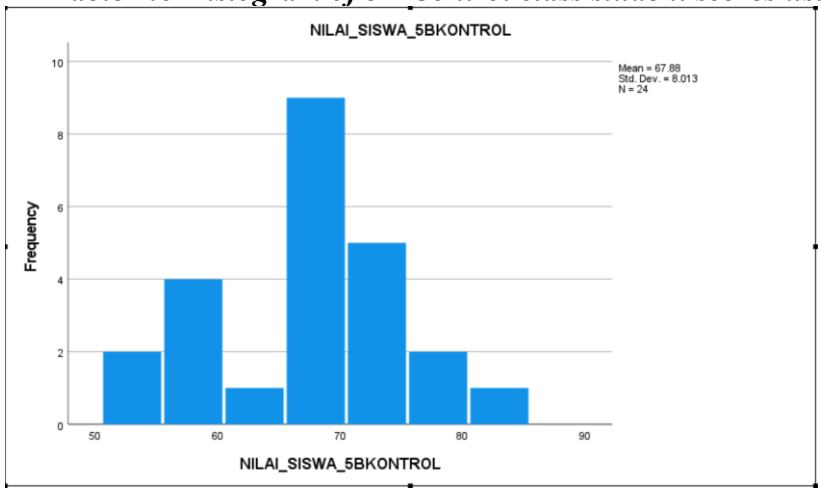


Table 4.6 Histogram of 5B Control class student scores using SPSS



Interpretation of data from Control class 5B students:

It is known in Table 4.2 that the total number of students tested was 24 students with a minimum score obtained of 32, a maximum score obtained of 50, a minimum score obtained of 53, and a maximum score obtained of 83 with an average score obtained of 40. 75 and an average score of 67.88. In Table 4.3, it is known that the Score Frequency of the 24 students with the highest score is 45 with a total of 4 students with a percentage of 16.7%. Meanwhile in Table 4.4, the frequency of scores for the 24 students with the highest score is 75 with a total of 4 students with a percentage of 16.7%. In Table 4.5, attached is a Histogram diagram of student scores with an average of 40.75 and a standard deviation of 4.812 and in Table 4.6, attached is a Histogram diagram of student scores with an average of 67.88 and a standard deviation of 8.013.

2. Frequency, Histogram, and Box Plot of Class 5A Experiment Class students' scores

Table 4.9 Frequency Statistics for Experimental class 5A students

Statistics

		NAMA_SISWA	SKOR_SISWA_5AEKSPERIMEN	NILAI_SISWA_5AEKSPERIMEN
N	Valid	24	24	24
	Missing	0	0	0
Mean			43.75	73.04
Median			43.00	72.00
Std. Deviation			5.519	9.167
Variance			30.457	84.042
Minimum			36	60
Maximum			55	92
Sum			1050	1753

Table 4.10 Frequency of Scores for Experimental class 5A students using SPSS

SKOR_SISWA_5AEKSPERIMEN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	2	8.3	8.3	8.3
	37	2	8.3	8.3	16.7
	38	1	4.2	4.2	20.8
	39	1	4.2	4.2	25.0
	40	2	8.3	8.3	33.3
	42	1	4.2	4.2	37.5
	43	5	20.8	20.8	58.3
	45	2	8.3	8.3	66.7
	46	1	4.2	4.2	70.8
	47	1	4.2	4.2	75.0
	48	2	8.3	8.3	83.3
	49	1	4.2	4.2	87.5
	53	1	4.2	4.2	91.7
	54	1	4.2	4.2	95.8
	55	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Table 4.11 Frequency of scores for 5A Experiment class students using SPSS

NILAI_SISWA_5AEKSPERIMEN

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	8.3	8.3	8.3
	62	2	8.3	8.3	16.7
	63	1	4.2	4.2	20.8
	65	1	4.2	4.2	25.0
	67	2	8.3	8.3	33.3
	70	1	4.2	4.2	37.5
	72	5	20.8	20.8	58.3
	75	2	8.3	8.3	66.7
	77	1	4.2	4.2	70.8
	78	1	4.2	4.2	75.0
	80	2	8.3	8.3	83.3
	82	1	4.2	4.2	87.5
	88	1	4.2	4.2	91.7
	90	1	4.2	4.2	95.8
	92	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Table 4.12 Histogram of scores for Experiment class 5A students using SPSS

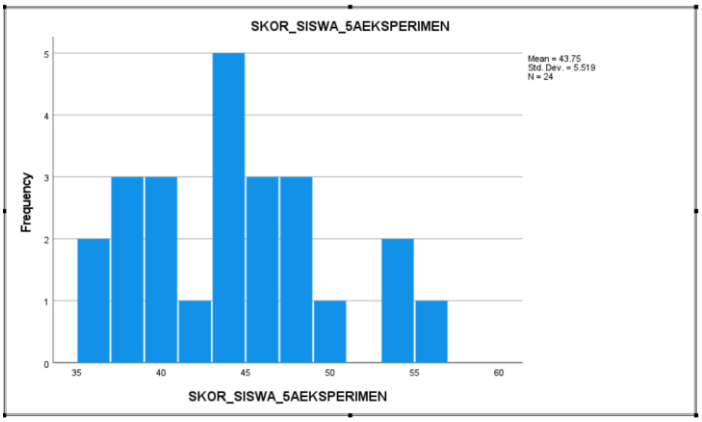


Table 4.13 Histogram of Experiment Class 5A students' scores using SPSS

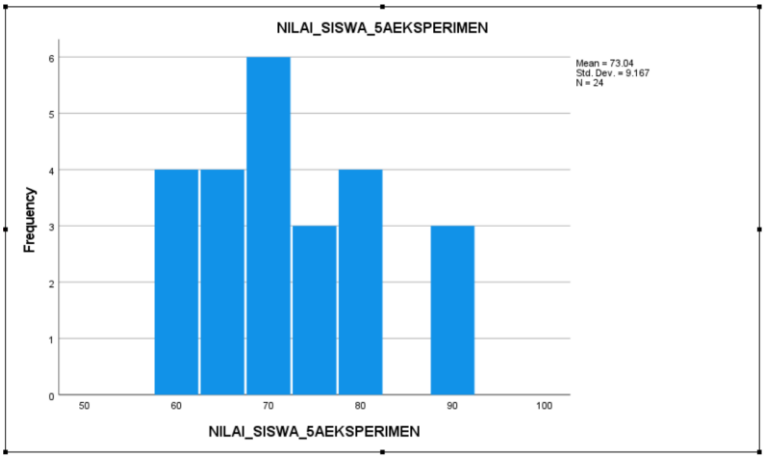


Table 4.14 Box Plot of Experimental class 5A student scores using SPSS

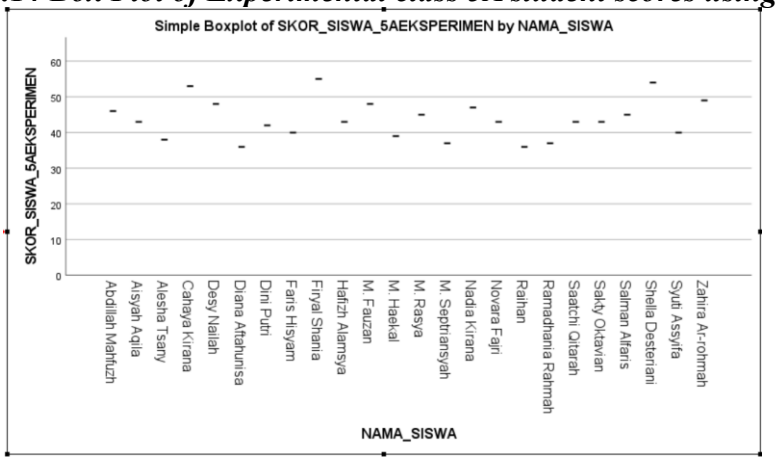
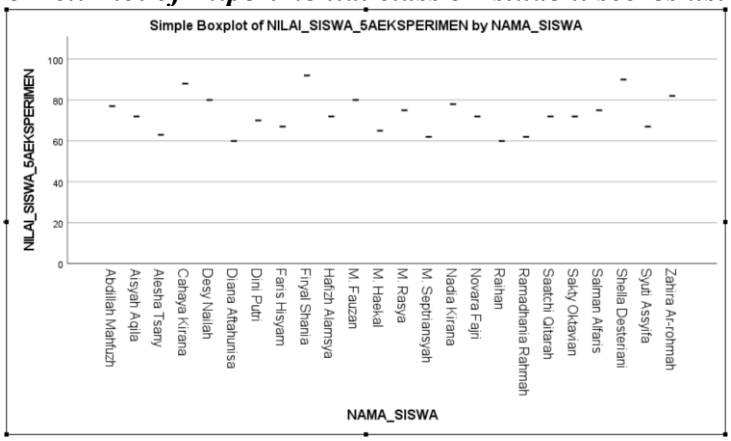


Table 4.15 Box Plot of Experimental class 5A student scores using SPSS



Interpretation of data from Experimental class 5A students:

It is known in Table 4.9 that the total number of students tested was 24 students with a minimum score obtained of 36, a maximum score obtained of 55, a minimum score obtained of 60, and a maximum score obtained of 92 with an average score obtained of 43. 75 and an average score of 73.04. In Table 4.10, it is known that the Score Frequency of the 24 students with the highest score is 43 with a total of 5 students with a percentage of 20.8%. Meanwhile in Table 4.11, the frequency of scores for the 24 students with the highest score is 72 with a total of 5 students with a percentage of 20.8%. In Table 4.12, attached is a Histogram diagram of student scores with an average of 43.75 and a standard deviation of 5.519 and in Table 4.13, attached is a Histogram diagram of student scores with an average of 73.04 and a standard deviation of 9.167. Furthermore, in Tables 4.14 and 4.15 attached are the names of the students with the scores and grades they obtained.

B. Testing Requirements Analysis

1. Normality test

a. Control class 5B students

Table 4.16 Normality Test for Control class 5B students

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			24
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		.26556468
Most Extreme Differences	Absolute		.220
	Positive		.220
	Negative		-.171
Test Statistic			.220
Asymp. Sig. (2-tailed)[c]			.004
Monte Carlo Sig. (2-tailed)[d]	Sig.		.003
	99% Confidence Interval	Lower Bound	.002
		Upper Bound	.005

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

Interpretation:

Basis for Decision Making

If the significance value is > 0.05 then the data distribution is normal, conversely if the significance value is < 0.05 then the data distribution is not normal.

It is known that the significance value in Table 4.16 is 0.004 < 0.05, so it can be concluded that the data distribution for class 5B students in the Control class is not normal.

b. Student 5A Experiment class

Table 4.17 Normality Test for Experimental class 5A students

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			24
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		.23460249
Most Extreme Differences	Absolute		.262
	Positive		.122
	Negative		-.262
Test Statistic			.262
Asymp. Sig. (2-tailed)[c]			<,001
Monte Carlo Sig. (2-tailed)[d]	Sig.		<,001
	99% Confidence Interval	Lower Bound	.000
		Upper Bound	.001

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Interpretation:

Basis for Decision Making

If the significance value is > 0.05 then the data distribution is normal, conversely if the significance value is < 0.05 then the data distribution is not normal.
It is known that the significance value in Table 4.17 is <0.001 <0.05 , so it can be concluded that the distribution of data for students in Experimental class 5A is not normal.

2. Simple Linear Regression Test

Table 4.18 Simple Linear Regression Test for 5B Control class students using SPSS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.054	.483		.112	.912		
	SKOR_SISWA_5BKONTROL	1.664	.012	.999	141.440	<,001	1.000	1.000

a. Dependent Variable: NILAI_SISWA_5BKONTROL

Based on the SPSS output above, the regression equation model can be formulated as follows:
Y = 0.054 (a) + 1.664 (X) + e
The regression equation model means:

a. **Constanta (a)** = 0.054, meaning that if the score is constant, then the value is 0.054
b. **Regression Direction Coefficient** = 1.664 is positive, meaning that if the score increases then the value will also increase by 1.664

Table 4.19 Simple Linear Regression Test for 5A Experiment class students using SPSS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.390	.400		.977	.339		
	SKOR_SISWA_5AEKSPERIMEN	1.661	.009	1.000	183.225	<,001	1.000	1.000

a. Dependent Variable: NILAI_SISWA_5AEKSPERIMEN

Based on the SPSS output above, the regression equation model can be formulated as follows:
Y = 0.390 (a) + 1.661 (X) + e
The regression equation model means:

c. **Constanta (a)** = 0.390, meaning that if the score is constant, then the value is 0.390
d. **Regression Direction Coefficient** = 1.661 is positive, meaning that if the score increases then the value will also increase by 1.661

C. Hypothesis test

1. T test

Table 4.20 Hypothesis Testing T test variable X against Y control class

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.054	.483		.112	.912		
	SKOR_SISWA_5BKONTROL	1.664	.012	.999	141.440	<,001	1.000	1.000

a. Dependent Variable: NILAI_SISWA_5BKONTROL

Interpretation:

Basis for Decision Making

Significance value < 0.05

Calculated T Value > T Table

T Table = t (a /2 ; n – k – 1)

a = 5% = t (0.05 /2 ; 24 – 2 – 1)

= 0.025 ; 21

= 2.0 80

Is known:

From the output in Table 4.20, the significance value is < 0.001 < 0.05 and the calculated T value is 141.440 > 2.059, so Ho1 is rejected and Ha1 is accepted. Which means that there is a significant influence of the score on the Control class value.

Table 4.21 Hypothesis Testing T test for variable X against Y for Experimental class

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.390	.400		.977	.339		
	SKOR_SISWA_5AEKSPERIMEN	1.661	.009	1.000	183.225	<,001	1.000	1.000

a. Dependent Variable: NILAI_SISWA_5AEKSPERIMEN

Interpretation:

Basis for Decision Making

Significance value < 0.05

Calculated T Value > T Table

T Table = t (a /2 ; n – k – 1)

a = 5% = t (0.05 /2 ; 24 – 2 – 1)

= 0.025 ; 21

= 2,080

Is known:

From the output in Table 4.21, the significance value is < 0.001 < 0.05 and the calculated T value is 183.225 > 2.059, so Ho1 is rejected and Ha1 is accepted. Which means that there is a significant influence of the score on the experimental class value.

2. F test

Table 4.22 Hypothesis Testing F test variable X against Y control class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1475.003	1	1475.003	20005.394	<,001[b]
	Residual	1.622	22	.074		
	Total	1476.625	23			

a. Dependent Variable: NILAI_SISWA_5BKONTROL

b. Predictors: (Constant), SKOR_SISWA_5BKONTROL

Interpretation:

Basis for Decision Making

Significance value < 0.05

Calculated F Value > F Table

Table F value = 3.47

Is known:

From the output of Table 4.22, it can be seen that the significance value is <0.001 <0.05 and the calculated F value is 20005.394 > 3.47. This proves that there is a significant influence.

Table 4.23 Hypothesis Testing F test for variable X against Y for Experimental class

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1931.692	1	1931.692	33571.257	<,001[b]
	Residual	1.266	22	.058		
	Total	1932.958	23			

a. Dependent Variable: NILAI_SISWA_5AEKSPERIMEN

b. Predictors: (Constant), SKOR_SISWA_5AEKSPERIMEN

Interpretation:

Basis for Decision Making

Significance value < 0.05

Calculated F Value > F Table

Table F value = 3.47

Is known:

From the output of Table 4.23, it can be seen that the significance value is < 0.001 < 0.05 and the calculated F value is 33571.257 > 3.47. This proves that there is a significant influence.

D. Discussion of Research Results

Based on the analysis results obtained from hypothesis testing, it can be concluded that the use of digital poster media has a significant influence on the learning interest of class V students at SDN Tengah 03. The analysis was carried out through several stages of statistical tests, namely the T Test and F Test, in the control class and the control class. experiment. In the T test for the control class, the significance value obtained was less than 0.001, far below the threshold of 0.05, with a calculated T value of 141.440 which was greater than the T table value of 2.059. A similar thing happened in the experimental class, where the significance value was

also less than 0.001 and the calculated T value reached 183.225, which once again exceeded the T Table value of 2.059. These results indicate that there is a significant influence between the scores obtained by students and their final grades in both classes.

Furthermore, the F Test strengthens this finding by showing a very high calculated F value, namely 20005.394 for the control class and 33571.257 for the experimental class, both of which far exceed the F Table value of 3.47. The significance value in both tests is also less than 0.001, which confirms that the results obtained are very significant. In detail, the average scores and grades in the experimental class were 43.75 and 73.04 respectively , while in the control class, the average scores and grades were 40.75 and 67.88 respectively. This average difference shows that students who learn using digital poster media tend to get higher scores and grades compared to students in the control class who do not use this media.

The results of this research support the theory that the use of interactive and interesting learning media, such as digital posters, can foster students' interest in learning. Attractive learning media is able to attract students' attention and increase their involvement in the learning process, thereby increasing understanding and mastery of the material being taught. This finding is in line with various previous studies which show that the use of technology and interactive media in education can have a positive impact on student interest and learning achievement. Thus, this research not only shows that digital poster media is effective in increasing interest in learning, but also provides an empirical basis for the wider application of educational technology in the elementary school curriculum.

E. Research Limitations

This research has several significant limitations both in terms of content and technical aspects that are beyond the control of the researcher, and may affect the validity and generalization of the findings. First, limitations on sample size and diversity are the main issues. This research only involved fifth grade students from one elementary school, namely SDN Tengah 03, with a total of 24 students in each control and experimental class. This limited sample size cannot represent the wider student population, considering that the diversity of student characteristics such as socio-economic background, culture and academic ability is not fully accommodated.

Second, the data collection method which is limited to using questionnaires as the main instrument is also a limitation. Although questionnaires can provide a quantitative picture of student perceptions, this method is less able to capture important qualitative aspects such as students' intrinsic motivation, social interactions, and emotional responses. Without in-depth qualitative data, understanding of how and why digital poster media influences students' interest in learning may be incomplete.

Third, the validity and reliability of the instrument which was tested on only 24 students is also an obstacle, because to ensure the accuracy and consistency of the results, testing needs to be carried out on a larger and more diverse sample. Fourth, technical skills in data analysis using SPSS require a deep understanding of statistical methods.

Errors in the use or interpretation of statistical results can affect research conclusions. Complex statistical analyzes require specialized knowledge that not all

researchers necessarily possess. Fifth, this research does not consider various external variables that may have a significant influence on students' interest in learning, such as support from parents, the learning environment at home, the quality of teacher teaching, and psychological factors such as students' stress and anxiety levels. Ignoring these variables can cause bias in the interpretation of results, because interest in learning is influenced by various factors other than the learning media used. Finally, the duration of the research which may be carried out within a limited time period also limits the ability to observe longer changes and trends, as well as the long-term effects of using digital poster media on students' learning interest. All of these limitations indicate the need for caution in interpreting research results and considering the broader context for generalization of findings.

CONCLUSION

Based on the research results, the use of interactive learning media such as digital posters has a significant impact on the learning interest of class V students at SDN Tengah 03. This research provides an empirical basis for implementing educational technology in the eleme ntary school curriculum. The implication is that teachers can use these learning media according to students' needs to increase interest in learning science, and this media can attract students' attention and increase their involvement in learning. Therefore, it is recommended that students be more enthusiastic in exploring information when using these learning media, while teachers are expected to enrich their knowledge and continue to be creative in the learning process. Schools can also provide learning support facilities, while for researchers, this research can be an inspiration to continue further research to improve scientific quality and provide a reference for future research.

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