

Strategies for Utilizing Interactive Learning Media to Enhance Student Learning Outcomes at SMK Negeri 1 Tombariri

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ABSTRACT

The rapid development of information and communication technology has significantly transformed the educational sector, shifting learning processes from teacher-centered approaches toward more student-centered learning environments. Therefore, this study aimed to analyze the strategies for utilizing interactive learning media to improve students' learning outcomes at SMK Negeri 1 Tombariri. This study employed a qualitative descriptive approach to obtain an in-depth understanding of the implementation of interactive learning media in vocational education settings.

The findings revealed that the use of interactive learning media positively contributed to improving students' cognitive, psychomotor, and kinesthetic learning outcomes. Interactive learning media increased students' motivation, participation, concentration, and enthusiasm during classroom activities. The study also identified several supporting factors, including teachers' digital competencies and the availability of digital learning facilities, as well as challenges such as unstable internet connectivity and varying levels of digital literacy. Based on the SWOT analysis, several strategic recommendations were formulated, including optimizing digital learning platforms, improving teachers' digital competencies through training programs, integrating interactive and conventional learning approaches, and establishing structured guidelines for interactive media utilization.

INTRODUCTION

The rapid development of digital technology in the twenty-first century has brought significant changes to the field of education, particularly in the learning process at schools (Fernando et al., 2024). Educational transformation is no longer centered on conventional and teacher-centered instruction, but has shifted toward active, collaborative, and student-centered learning. The integration of technology into classroom instruction has become an essential requirement to improve educational quality and to adapt learning processes to the characteristics of today's digital generation. In this context, teachers are no longer merely providers of information, but also facilitators who are expected to create innovative and interactive learning experiences. The utilization of educational technology through various digital media is believed to enhance the effectiveness of learning, encourage students' active participation, and help learners understand learning materials more deeply and contextually (Salsabila et al., 2024).

One of the learning innovations widely developed in the digital era is the use of interactive learning media. Interactive learning media refers to technology-based instructional tools that enable active interaction between students, learning materials, and the learning process through the integration of text, images, audio, video, and animation (Kurniasih et al., 2023; Rahmawati et al., 2022). Compared to conventional teaching methods, interactive media offers several advantages in improving students' learning motivation, engagement, conceptual understanding, and learning outcomes. Based on the theory of multimedia learning, the integration of visual and auditory elements can help students process information more effectively (Rambe, 2024). Furthermore, the constructivist approach emphasizes that students can develop a deeper understanding when they actively participate in the learning process. Therefore, the use of interactive learning media has become an important strategy in creating innovative and engaging learning environments that are capable of improving students' academic achievement in modern education (Rahayu et al., 2025).

Preliminary observations conducted at SMK Negeri 1 Tombariri revealed several challenges in the learning process that may affect students' academic achievement. Classroom instruction was still predominantly carried out through conventional teaching methods, where teachers mainly relied on lectures and limited learning media during the instructional process. As a result, learning activities tended to be monotonous and less interactive, causing many students to show low participation during classroom discussions and learning activities. In addition, the use of interactive learning media had not been implemented optimally due to limited variation in instructional strategies and insufficient integration of digital technology into classroom practices. Initial academic data obtained from teachers indicated that several students had not yet achieved the expected minimum learning outcomes in certain subjects. Interviews with teachers and students also revealed that students often experienced difficulties in understanding learning materials, particularly when instruction was delivered using traditional approaches without visual or interactive support. Furthermore,

classroom observations showed that only a small number of students actively responded to questions or participated during lessons, while the majority tended to be passive learners.

These problems are important to investigate because they may negatively affect the overall quality of the learning process and students' academic development. Low student participation and monotonous instructional practices can reduce students' learning motivation and engagement in classroom activities. Moreover, limited use of interactive learning media may hinder students' ability to develop critical thinking and conceptual understanding, especially in vocational education where practical and contextual learning experiences are highly needed (Magfiroh, 2024). Students who are not actively involved in the learning process often encounter difficulties in comprehending subject materials, which eventually impacts their learning outcomes. If these issues are not addressed appropriately, they may continue to decrease the effectiveness of classroom instruction and limit students' opportunities to achieve optimal academic performance. Therefore, the implementation of interactive learning media strategies is considered necessary to create more engaging, participatory, and meaningful learning experiences for students at SMK Negeri 1 Tombariri.

Previous studies have demonstrated that interactive learning media plays an important role in improving the quality of classroom instruction and students' academic achievement. Several researchers have reported that the integration of interactive media into learning activities can enhance students' motivation, engagement, conceptual understanding, and learning outcomes. Interactive multimedia, digital learning platforms, and technology-based instructional tools have been widely investigated in various educational contexts, particularly in relation to their effectiveness in supporting student-centered learning (Lathifah & Damayanti, 2024). However, most previous studies have primarily focused on measuring the effectiveness of interactive media as learning tools, while limited attention has been given to the strategies employed by teachers in implementing such media during the learning process. In addition, studies examining the use of interactive learning media in vocational schools, especially in regional or rural educational contexts, remain relatively limited. Research specifically conducted in vocational education institutions such as SMK Negeri 1 Tombariri has also not been widely explored in the existing literature.

Based on these conditions, this study seeks to address the existing research gap by focusing on the strategies used in implementing interactive learning media within the context of vocational education. Unlike previous studies that mainly emphasized the effectiveness of media usage, this research highlights how teachers strategically utilize interactive learning media to improve students' learning outcomes. The novelty of this study lies in its focus on the implementation strategies of interactive learning media in a vocational high school setting, as well as its contextual analysis of classroom learning practices at SMK Negeri 1 Tombariri. Furthermore, this study adopts an implementation-oriented approach to examine the relationship between media utilization strategies and students' learning outcomes. Therefore, the objective of this

research is to analyze the strategies for using interactive learning media, to identify their influence on students' learning outcomes, and to describe the implementation of interactive learning media in the learning process at SMK Negeri 1 Tombariri.

LITERATURE REVIEW

Constructivist Learning Theory

One of the main theories underlying this study is Constructivist Learning Theory, which emphasizes that learning is an active process in which students construct knowledge through interaction, experience, and exploration. According to constructivist perspectives, students do not merely receive information passively from teachers, but actively build their own understanding through participation in meaningful learning activities. In the context of twenty-first-century education, this theory is highly relevant to the implementation of interactive learning media because such media encourage student engagement, exploration, problem-solving, and independent learning. Interactive learning media enables students to interact directly with learning materials through text, graphics, audio, video, animations, simulations, and digital navigation systems, thereby creating more participatory and student-centered learning experiences.

Several previous studies support the relevance of constructivist theory in interactive learning environments. (Fadilah et al., 2025; Nikolaos et al., 2024) explained that interactivity represents two-way communication between learners and instructional media, allowing students to actively participate during the learning process. (Rahayu et al., 2025) further argued that interactive multimedia helps teachers create more innovative and engaging instructional designs that support students' active involvement in learning. Similarly, Mahnun (2020) emphasized that interactive learning media allows students to directly interact with instructional content through activities such as clicking, selecting menus, simulations, and digital exploration, which can improve problem-solving abilities and critical thinking skills. Yuliana (2022) also stated that interactive media provides constructive learning experiences that support students in developing critical thinking and independent learning abilities. Therefore, constructivist learning theory provides a strong theoretical foundation for understanding how interactive learning media can create meaningful learning experiences and improve students' learning outcomes in vocational education contexts.

In this study, the conceptual framework is developed based on the assumption that the use of interactive learning media plays an important role in improving students' learning outcomes in vocational education. The implementation of interactive learning media is viewed as a learning strategy that can create active, engaging, and student-centered learning experiences. Through the integration of multimedia elements such as text, audio, video, animation, and digital interaction, students are expected to become more motivated, actively involved, and able to understand learning materials more effectively. This study employs a qualitative descriptive approach to explore and describe how interactive learning media is implemented in the learning process at SMK Negeri 1 Tombariri.

METHODOLOGY

This study employed a qualitative descriptive approach to explore and understand the implementation of interactive learning media in the learning process at SMK Negeri 1 Tombariri. According to (Nurrisa & Hermina, 2025), research is a series of structured empirical procedures conducted to investigate phenomena within real-life contexts using multiple sources of data, with a focus on gaining an in-depth understanding of particular issues. The qualitative approach was selected because this study aimed to obtain a comprehensive understanding of the process of using interactive learning media, students' responses, teachers' roles, and the supporting and inhibiting factors influencing its implementation in classroom learning activities. Furthermore, qualitative research enables researchers to collect naturalistic data and to examine educational phenomena holistically within their real context.

In line with (Sugiyono, 2013), qualitative research is grounded in the philosophy of postpositivism and is conducted under natural conditions in which the researcher acts as the key instrument in the research process. Data collection techniques are carried out through triangulation, while data analysis is conducted inductively to emphasize meaning rather than generalization. Therefore, this approach was considered appropriate for examining classroom interactions, learning experiences, and the implementation strategies of interactive learning media in vocational education settings.

The study was conducted at SMK Negeri 1 Tombariri, particularly in classes where interactive learning media were implemented during instructional activities. The research schedule was adjusted to the school's learning timetable and institutional approval. In qualitative research, participants are commonly referred to as informants. The informants in this study consisted of subject teachers who utilized interactive learning media, students who participated in interactive learning activities, and the vice principal for curriculum affairs or head of the vocational program. These informants were selected purposively based on their direct involvement and experience related to the implementation of interactive learning media.

Data were collected using three main techniques: observation, interviews, and documentation. Observation was conducted through direct examination of classroom activities, student participation, teacher interaction, and the use of interactive learning media during the instructional process. This technique enabled the researcher to obtain authentic and contextual data regarding actual classroom practices. Interviews were conducted through semi-structured conversations between the researcher and informants to gain in-depth information regarding experiences, perceptions, opinions, and challenges associated with the implementation of interactive learning media. Through interviews, the researcher was able to explore subjective perspectives that could not be directly observed in classroom situations. Documentation was also employed to support and verify the data obtained from observations and interviews. Documentation data included lesson plans, photographs, learning materials, school records, student learning results, and other relevant instructional documents related to the research focus.

The data analysis process was conducted continuously from the preliminary stage of the study until the completion of data collection using the interactive model developed by Miles and Huberman. The analysis consisted of three stages: data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting, simplifying, categorizing, and focusing relevant information related to the implementation of interactive learning media, students' responses, and classroom learning dynamics. Data display referred to the process of organizing and presenting information in the form of narrative descriptions, tables, matrices, or charts to facilitate interpretation and conclusion drawing. Finally, conclusion drawing and verification were conducted by interpreting the findings and continuously verifying the consistency and validity of the data through triangulation and repeated examination during the research process. The conclusions generated from this study were expected to provide credible and meaningful insights regarding the strategies for utilizing interactive learning media to improve students' learning outcomes in vocational education contexts.

RESEARCH RESULT

This study was conducted at SMK Negeri 1 Tombariri using a qualitative descriptive approach to obtain factual information regarding the utilization of interactive learning media in the school environment. Based on classroom observations, the learning process at SMK Negeri 1 Tombariri still demonstrates several characteristics associated with conventional instructional practices. Teaching activities are predominantly dominated by lecture-based instruction and one-way demonstrations using printed textbooks as the primary learning source. Although several teachers have begun integrating digital media into classroom activities, the implementation of technology-based learning remains limited and has not yet been fully integrated into daily instructional practices.

In terms of educational facilities, the school possesses adequate infrastructure to support interactive and digital learning. SMK Negeri 1 Tombariri has computer laboratories, internet access, and a dedicated digital learning environment known as the Smart Class, which is equipped with Smart TVs and Interactive Flat Panels (IFP). However, the utilization of these facilities is still largely concentrated in vocational or productive subjects and has not been maximized across all learning activities. Furthermore, based on the 2025 educational report data, students demonstrated relatively good literacy levels, and most students owned personal smartphones. Nevertheless, observations indicated that smartphones were more frequently used for social media and gaming purposes rather than for accessing educational materials or supporting learning activities.

SWOT Analysis of Interactive Learning Media Utilization

To support the analysis of this study, the researcher employed SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) to identify strategic factors related to the implementation of interactive learning media at SMK Negeri 1 Tombariri.

Strengths

The findings revealed several strengths supporting the implementation of interactive learning media. First, the school possesses human resources with adequate digital competencies. Most teachers, particularly younger teachers, demonstrated basic information technology skills and enthusiasm for learning new digital platforms such as Kahoot!, Canva, Wayground, Google Forms, and other interactive applications. In addition, the school regularly organizes workshops and training programs to improve teachers' digital competencies.

Second, the school has relatively supportive digital infrastructure. As a Digital-Based 4.0 School, SMK Negeri 1 Tombariri provides Smart Class facilities equipped with Smart TVs, Interactive Flat Panels, internet access, and computer laboratories that support digital and practical learning activities. Third, the characteristics of vocational learning materials provide strong potential for the implementation of interactive media. Vocational subjects often require demonstrations, simulations, and practical activities, making them highly suitable for transformation into interactive videos, simulations, and multimedia-based instructional content.

The findings further showed that interactive learning media contributed positively to students' learning motivation and engagement. Applications such as Kahoot!, Wayground, and Google Forms created more enjoyable learning experiences through gamification elements. Interviews with teachers and students indicated improvements in post-test scores compared to pre-test results, suggesting that interactive learning media effectively supported students' conceptual understanding. Moreover, interactive media enabled teachers to provide real-time feedback, allowing faster and more accurate assessment processes. The integration of visual, auditory, and kinesthetic elements also accommodated different learning styles and increased students' active participation during classroom activities.

Weaknesses

Despite these strengths, several weaknesses were identified during the implementation process. One of the major challenges involved technological dependence and internet stability. Due to the school's geographical location in the Tombariri area, internet connectivity was often unstable, particularly when accessed simultaneously by many users. In addition, not all students possessed adequate personal devices or smartphones to fully participate in interactive learning activities.

Another challenge involved the varying levels of digital literacy among teachers and students. Although some teachers demonstrated strong digital competencies, others still lacked sufficient skills in designing and implementing interactive learning media effectively. As a result, continuous training and professional development programs were considered necessary to optimize media utilization. Furthermore, the use of smartphones during classroom instruction also created potential distractions, as some students tended to access games or social media platforms during lessons when supervision was limited.

Teachers also reported that preparing high-quality interactive learning materials required considerable time and effort, particularly for designing multimedia-based instructional content.

Opportunities

The study also identified several opportunities supporting the development of interactive learning media implementation. Rapid technological advancements in education have provided teachers with access to numerous free and user-friendly digital platforms that can support interactive learning. Government policies promoting school digitalization also created favorable conditions for integrating technology into classroom instruction. Programs such as the provision of Smart TVs, Interactive Flat Panels, and school operational assistance funds supported schools in improving digital learning facilities and teacher training initiatives.

Additionally, the increasing trend of Bring Your Own Device (BYOD) among students provided opportunities for integrating smartphones into instructional activities. Interactive learning media also contributed to the development of students' digital literacy skills by encouraging students to interact with digital texts, videos, quizzes, simulations, and multimedia-based learning resources. The findings further indicated that the implementation strategies identified in this study have the potential to be developed into innovative instructional models or school-based digital learning modules.

Threats

Several external threats were also identified. One major challenge was the digital divide among students caused by unequal access to devices and internet connectivity. Such inequalities potentially influence students' learning participation and academic achievement. Furthermore, rapid technological changes may cause digital learning media to become obsolete within relatively short periods, requiring continuous adaptation and updating by schools and teachers.

Other threats included the excessive dependence on technology during the learning process, which may reduce students' critical thinking abilities if not balanced with appropriate instructional approaches. In addition, concerns regarding data security and user privacy in digital platforms also emerged as important considerations during the implementation of technology-based learning activities. The maintenance costs of digital learning facilities and devices were also considered relatively high, particularly when equipment damage occurred due to improper use or limited supervision.

Strategic Formulation Based on SWOT Analysis

Based on the SWOT analysis, several strategic recommendations were formulated to improve students' learning outcomes through the utilization of interactive learning media at SMK Negeri 1 Tombariri.

SO (Strength–Opportunity) Strategies

- Optimizing the use of interactive learning media such as Kahoot!, Wayground, Google Forms, and other digital applications to support twenty-first-century competency-based learning.

- Developing innovative instructional models based on the findings of this research, particularly in the implementation of interactive learning media in vocational education.
- Maximizing the utilization of existing digital infrastructure, including Smart Class facilities, Interactive Flat Panels (IFP), and computer laboratories, to create more engaging and student-centered learning environments.
- Encouraging the integration of multimedia-based instructional approaches to improve students' motivation, participation, and conceptual understanding during classroom learning activities.

WO (Weakness-Opportunity) Strategies

- Organizing continuous professional development and specialized training programs to improve teachers' digital competencies in designing and implementing interactive learning media.
- Utilizing free, accessible, and user-friendly digital learning platforms to support instructional activities while minimizing financial constraints.
- Taking advantage of government-supported school digitalization programs and educational technology assistance to strengthen the implementation of interactive learning media.
- Providing technical assistance and collaborative learning communities for teachers to enhance digital literacy and technology integration skills.

ST (Strength-Threat) Strategies

- Combining interactive digital learning methods with conventional instructional approaches to reduce excessive dependence on technology during the learning process.
- Strengthening teacher supervision regarding students' smartphone and gadget usage during classroom activities to minimize digital distractions.
- Promoting balanced learning approaches that integrate technology with direct classroom interaction to maintain students' critical thinking and social communication skills.
- Updating interactive learning media regularly to adapt to rapid technological developments and changing educational needs.

WT (Weakness-Threat) Strategies

- Providing alternative learning strategies and offline instructional resources to support learning activities when technological or internet-related problems occur.
- Developing structured guidelines and standard operating procedures for the effective and responsible use of interactive learning media in schools.
- Improving school policies regarding the management and maintenance of digital learning facilities to ensure sustainable implementation.
- Increasing awareness among teachers and students regarding digital ethics, data privacy, and safe technology usage during instructional activities.

DISCUSSION

The findings of this study indicate that the implementation of interactive learning media at SMK Negeri 1 Tombariri demonstrates considerable potential for improving students' learning outcomes within vocational education contexts. Based on the SWOT analysis, the use of interactive learning media possesses significant internal strengths, particularly in increasing students' motivation, engagement, classroom participation, and conceptual understanding. The integration of digital platforms such as Kahoot!, Wayground, Google Forms, and other multimedia-based applications contributed to creating more interactive and student-centered learning experiences. These findings support Constructivist Learning Theory, which emphasizes that students learn more effectively when they actively participate in the learning process through interaction, exploration, and collaboration. The results also align with Multimedia Learning Theory, which explains that the combination of visual, audio, and interactive elements can improve students' cognitive processing and comprehension of learning materials. Therefore, the implementation of interactive learning media can be considered an effective instructional strategy for supporting vocational learning activities that require practical, contextual, and engaging learning experiences.

However, the findings also revealed several limitations affecting the effectiveness of interactive learning media implementation. Internal challenges included limited infrastructure, unstable internet connectivity, unequal access to digital devices among students, and varying levels of digital competence among teachers and learners. These conditions indicate that successful implementation of interactive learning media depends not only on the availability of technology but also on institutional readiness, teacher competencies, and adequate technical support. In addition, external factors such as rapid technological change, digital distractions caused by smartphone misuse, and concerns regarding data privacy also emerged as important issues that need to be addressed. Despite these challenges, the study identified substantial opportunities arising from current educational digitalization policies, government support programs, and the increasing availability of free digital learning platforms. Consequently, the findings suggest that an integrative strategy combining institutional support, teacher training, infrastructure development, and balanced technology use is essential to maximize the strengths and opportunities of interactive learning media while minimizing existing weaknesses and threats. Through such strategies, interactive learning media can contribute significantly to improving students' cognitive, psychomotor, and kinesthetic learning outcomes in vocational education settings.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the use of interactive learning media at SMK Negeri 1 Tombariri was found to contribute positively to the improvement of students' learning outcomes in cognitive, psychomotor, and kinesthetic domains. The implementation of interactive learning media created more engaging and participatory learning experiences that encouraged students to become more active during classroom activities. The findings indicated that

interactive learning media helped students understand learning materials more effectively, increased their concentration, and improved their participation in the learning process. Furthermore, students demonstrated higher enthusiasm, greater confidence in completing learning activities, and improved practical skills related to vocational learning tasks. These results confirm that interactive learning media can serve as an effective instructional strategy for supporting learning effectiveness in vocational education contexts.

The study also revealed that the successful implementation of interactive learning media requires comprehensive and well-planned strategies. Several strategic efforts were identified as essential for optimizing the use of interactive learning media, including maximizing the utilization of digital interactive platforms, developing innovative learning models based on research findings, and providing continuous digital competency training for teachers. In addition, schools need to utilize accessible and user-friendly digital platforms while taking advantage of government-supported school digitalization programs. The integration of interactive learning with conventional instructional methods is also important to maintain balance in the learning process and reduce excessive dependence on technology. Furthermore, effective supervision of smartphone use during classroom activities, the provision of alternative instructional approaches, and the establishment of structured guidelines for interactive media utilization are necessary to ensure sustainable and effective implementation. Therefore, the integration of appropriate instructional strategies, institutional support, and technological readiness can significantly enhance the effectiveness of interactive learning media in improving students' learning outcomes in vocational education.

ADVANCED RESEARCH

This study has several limitations that should be acknowledged. First, the research was conducted only at SMK Negeri 1 Tombariri, which may limit the generalizability of the findings to other educational contexts, particularly schools with different technological infrastructures, student characteristics, or institutional policies. Second, the study employed a qualitative descriptive approach that focused on exploring the implementation process and participants' experiences rather than quantitatively measuring the effectiveness of interactive learning media on students' academic achievement. Therefore, the findings primarily provide contextual and interpretative insights into the use of interactive learning media in vocational education settings. Third, the study was conducted within a limited research period, which may not fully capture the long-term impact of interactive learning media on students' learning outcomes and digital competencies.

Future research is recommended to expand the scope of investigation by involving multiple vocational schools or different educational levels to obtain broader and more comprehensive findings regarding the implementation of interactive learning media. Further studies may also employ mixed-methods or experimental research designs to quantitatively examine the effectiveness of specific interactive learning platforms on students' academic performance,

motivation, critical thinking skills, or digital literacy. In addition, future researchers are encouraged to explore the long-term sustainability of interactive learning media implementation, including teachers' digital readiness, institutional support systems, and the influence of educational policies on technology integration in schools. Research focusing on the development of innovative digital learning models or school-based interactive learning frameworks may also contribute significantly to the advancement of technology-enhanced learning in vocational education.

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