



ENHANCING STUDENT MOTIVATION THROUGH INTERACTIVE LEARNING MEDIA AT MA NW LENEK LAUK

MENINGKATKAN MOTIVASI SISWA MELALUI MEDIA PEMBELAJARAN INTERAKTIF DI MA NW LENEK LAUK

Simatillah^{1*}, Muh. Junaidi², Sulastri Pardani³

^{1*,2,3} Nahdlatul Wathan University, Email: simatillah83@gmail.com

*email koresponden: simatillah83@gmail.com

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Abstract

Learning motivation is one of the key factors influencing students' participation in the learning process. Low learning motivation may result in limited participation, low interest, and suboptimal learning outcomes. This study aimed to describe the use of interactive learning media in enhancing student learning motivation at MA NW Lenek Lauk. A qualitative field research approach was employed. Data were collected through observations of classroom learning, semi-structured interviews with the principal, two teachers, and three eleventh-grade students, and documentation. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, involving data condensation, data display, and conclusion drawing and verification. Data credibility was strengthened through source triangulation, methodological triangulation, and member checking. The findings showed that the use of PowerPoint presentations, educational videos, and Quizizz contributed to higher student attention, participation, confidence, and enthusiasm. Students became more willing to ask questions, participate in discussions, and complete learning tasks. The implementation was supported by teachers' competence, students' enthusiasm, school leadership support, and available technological facilities. However, unstable internet connections, limited devices, and differences in teachers' digital skills remained challenges. Overall, interactive learning media contributed positively to student learning motivation at MA NW Lenek Lauk.

Keywords : Digital Learning, Interactive Media, Learning Motivation, MA NW Lenek Lauk, Qualitative Research.

Abstrak

Motivasi belajar merupakan salah satu faktor kunci yang memengaruhi partisipasi siswa dalam proses pembelajaran. Rendahnya motivasi belajar dapat mengakibatkan partisipasi yang terbatas, minat yang rendah, serta hasil belajar yang tidak optimal. Penelitian ini bertujuan untuk mendeskripsikan penggunaan media pembelajaran interaktif dalam meningkatkan motivasi belajar siswa di MA NW



Lenek Lauk. Pendekatan penelitian lapangan kualitatif digunakan dalam studi ini. Data dikumpulkan melalui observasi pembelajaran di kelas, wawancara semi-terstruktur dengan kepala sekolah, dua orang guru, dan tiga siswa kelas sebelas, serta melalui dokumentasi. Analisis data dilakukan menggunakan model interaktif dari Miles, Huberman, dan Saldaña, yang mencakup kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Kredibilitas data diperkuat melalui triangulasi sumber, triangulasi metode, dan pemeriksaan oleh partisipan (member checking). Hasil penelitian menunjukkan bahwa penggunaan presentasi PowerPoint, video edukasi, dan Quizizz berkontribusi terhadap peningkatan perhatian, partisipasi, kepercayaan diri, dan antusiasme siswa. Siswa menjadi lebih berani untuk mengajukan pertanyaan, terlibat dalam diskusi, dan menyelesaikan tugas-tugas pembelajaran. Implementasi ini didukung oleh kompetensi guru, antusiasme siswa, dukungan dari pimpinan sekolah, serta ketersediaan fasilitas teknologi. Namun, kendala seperti koneksi internet yang tidak stabil, keterbatasan perangkat, dan perbedaan tingkat keterampilan digital antar-guru masih menjadi tantangan. Secara keseluruhan, media pembelajaran interaktif memberikan kontribusi positif terhadap motivasi belajar siswa di MA NW Lenek Lauk.

Kata Kunci : Pembelajaran Digital, Media Interaktif, Motivasi Belajar, MA NW Lenek Lauk, Penelitian Kualitatif.

1. INTRODUCTION

Education is a process aimed at developing students' potential so that they possess the knowledge, skills, attitudes, and character necessary for life in society. The success of education is influenced not only by the curriculum and teacher competence but also by students' learning motivation. Learning motivation is a crucial factor that drives students to engage in the learning process actively, diligently, and consistently. Students with high motivation tend to demonstrate curiosity, active participation, and persistence in learning.

Based on preliminary observations conducted by the researcher at MA NW Lenek Lauk, several issues related to student learning motivation were identified. During the learning process, some students paid little attention to the teacher's explanations, were less active in asking questions, and showed low interest in learning. Some students also appeared to become bored when lessons were conducted through lecture-based methods dominated by teacher explanations. These conditions resulted in limited interaction between teachers and students.

Preliminary interviews with subject teachers indicated that students' low learning motivation was influenced by several factors, including the continued use of conventional teaching methods, limited variety in instructional media, and insufficient student engagement. Teachers reported that students tended to be more enthusiastic when learning involved digital media, educational videos, or interactive quizzes than when learning relied only on textbooks and lecture-based methods.

Advances in information and communication technology have provided opportunities for teachers to develop more innovative learning experiences through interactive media. Interactive media enable two-way interaction between students and learning materials. Through combinations of text, images, audio, video, animation, and interactive quizzes, such media can create more engaging learning experiences and provide students with opportunities to respond and receive immediate feedback.

During the observation period, teachers at MA NW Lenek Lauk used several interactive media, including PowerPoint, educational videos, and the Quizizz application, for selected learning materials. When these media were used, the learning atmosphere became more lively. Students paid closer attention to the material, answered questions actively, and participated in class discussions. Some students who had previously been passive began to express their opinions and ask questions.

Interviews with several students indicated that they preferred lessons incorporating interactive media. According to the students, presenting material through images, videos, and quizzes made



learning easier to understand and less boring. Immediate feedback from interactive quizzes also encouraged them to try to achieve better results.

These preliminary findings suggested that interactive media had the potential to support student learning motivation. Mayer's Multimedia Learning theory explains that learners process information through visual and verbal channels, while Keller's ARCS Motivation Model emphasizes attention, relevance, confidence, and satisfaction as important motivational conditions. Self-Determination Theory also emphasizes the importance of competence, autonomy, and relatedness in supporting motivation (Deci & Ryan, 2000).

Based on this background, this study aimed to describe the use of interactive media in enhancing student learning motivation at MA NW Lenek Lauk. The study focused on the implementation of interactive media, the factors supporting and hindering their use, and their contribution to students' learning motivation. The findings were expected to provide practical input for teachers and schools in developing more innovative, effective, and student-centered learning.

According to Deci and Ryan (2000), motivation influences behavior in the pursuit of goals and may be intrinsic or extrinsic. Intrinsic motivation arises from interest, curiosity, and satisfaction, whereas extrinsic motivation is influenced by external factors such as rewards, grades, teacher support, and the learning environment.

Schunk (2012) explains that highly motivated students tend to ask questions, demonstrate self-efficacy, use learning strategies, and persist when completing academic tasks. Sardiman (2018) describes learning motivation as a driving force that initiates, sustains, and directs learning activities toward desired goals. Uno (2021) further identifies learning motivation through indicators such as the desire to succeed, learning needs, future aspirations, appreciation for learning, engaging learning activities, and a conducive learning environment.

Based on these views, learning motivation in this study refers to the internal and external drives that encourage students to participate actively, persist, and show enthusiasm during learning activities.

Instructional media are tools used to convey learning messages and stimulate students' attention, thoughts, feelings, and willingness to learn (Arsyad, 2020). Daryanto (2016) explains that interactive instructional media allow users to interact with learning content by responding to questions, solving problems, and receiving feedback.

Interactive media can integrate text, images, audio, video, animation, and interactive assessment. In this study, the interactive media consisted of PowerPoint presentations, educational videos, and Quizizz. These media were selected because they were available to teachers at the research site and could involve students more actively in learning activities.

Mayer (2009, 2021) explains that learners process information through visual and verbal channels, each of which has limited capacity. Learning can be supported when words and relevant images are combined appropriately. Interactive presentations and educational videos can therefore help students organize information and maintain attention when the materials are designed clearly.

Sweller (2011) explains that working memory has limited capacity. Learning materials should therefore be organized systematically so that unnecessary cognitive load is minimized. In this study, simple PowerPoint presentations, short instructional videos, and staged Quizizz questions were viewed as ways of presenting information in manageable forms.

Keller (2010) developed the ARCS model, consisting of Attention, Relevance, Confidence, and Satisfaction. Attention can be supported through engaging visuals and activities; relevance can be created by connecting material with students' experiences; confidence can develop through manageable tasks and feedback; and satisfaction can emerge from successful task completion and positive reinforcement. These components provided a useful framework for interpreting how interactive media could support learning motivation.

Bruner (1966), Piaget (1952), Jonassen (1999), and Vygotsky (1978) emphasize that learners construct knowledge through experience, exploration, interaction, discussion, and reflection.



Interactive media can support this perspective by providing opportunities for students to engage with content, respond to questions, discuss ideas, and receive feedback.

Previous studies have reported positive relationships between interactive or gamified media and student motivation. Yuslinda (2018) reported that interactive multimedia could support motivation by presenting engaging content and opportunities for interaction. Danaswari and Gafur (2018) found that web-based multimedia supported motivation and learning outcomes. Anisa et al. (2020) found that gamification in English learning supported students' competence, autonomy, relatedness, and motivation. Kartini et al. (2024) reported a significant relationship between the use of Quizizz and students' learning motivation.

Bunyamin et al. (2020) described Kahoot as a game-based learning medium that could provide instructional variation, while Fadly and Sari (2022) examined students' perceptions of Kahoot and Quizizz in elementary learning. Shabiroh and Alrianingrum (2023) compared Quizizz and Kahoot as learning media, and Tualaka and Sitompul (2023) reported positive changes in students' interest when Kahoot was used as a learning medium.

Although these studies provide evidence of the value of interactive and gamified media, the present study focused on the qualitative description of how several forms of interactive media were implemented in an English-language education setting at MA NW Lenek Lauk and how teachers, students, and school leadership perceived their contribution to learning motivation. This context provided the basis for the present study.

2. RESEARCH METHOD

Research Design

This study employed a qualitative approach using field research. The qualitative approach was chosen to obtain an in-depth understanding of the use of interactive media in enhancing student learning motivation based on conditions observed directly in the school environment. The study focused on classroom activities, the experiences of teachers and students, and factors that influenced the implementation of interactive learning media.

Research Location and Time

The research was conducted at MA NW Lenek Lauk, Lenek Subdistrict, East Lombok Regency, West Nusa Tenggara. The school was selected because it had begun using technology-supported learning media in classroom instruction. The research was conducted in August 2026 and included preparation, classroom observations, interviews, documentation, data analysis, and report preparation.

Research Participants

Participants were selected purposively because they were considered to have relevant information about the implementation of interactive media at MA NW Lenek Lauk. The participants consisted of one principal, two subject teachers who used interactive media, and three eleventh-grade students selected to represent different levels of learning engagement.

Data Sources

Primary data were obtained from classroom observations and semi-structured interviews with the principal, teachers, and students. Secondary data were obtained from school profiles, learning resources, teaching modules, photographs of learning activities, assessment records, and relevant scholarly literature.

Data Collection Techniques

Observation

Observations were conducted directly during classroom learning to examine the use of interactive media and students' responses. The observed aspects included teacher activities in using media, students' attention and participation, teacher-student interaction, classroom atmosphere, types of interactive media used, and indicators of student motivation.



Interviews

Semi-structured interviews were conducted with the principal, teachers, and students. The principal was interviewed about school policy and support for technology-based learning. Teachers were interviewed about implementation, perceived benefits, and challenges. Students were interviewed about their learning experiences, interest in interactive media, and perceived changes in motivation.

Documentation

Documentation was used to support observation and interview findings. The collected documents included school profiles, teachers' instructional materials, learning modules, learning materials, photographs of learning activities, assessment results, and other relevant research documents.

Research Instruments

In this qualitative study, the researcher served as the primary instrument. Supporting instruments included observation guidelines, interview guidelines, documentation sheets, field notes, a voice recorder, and a mobile phone camera for documenting research activities.

Data Analysis

Data were analyzed using the interactive approach described by Miles, Huberman, and Saldaña (2014), involving data condensation, data display, and conclusion drawing and verification. Observation, interview, and documentation data were selected and organized according to the research focus. The organized data were then presented descriptively to identify patterns related to interactive media and learning motivation. Conclusions were drawn and continuously verified against the collected evidence.

Data Credibility

Data credibility was strengthened through source triangulation, methodological triangulation, and member checking. Source triangulation compared information from the principal, teachers, and students. Methodological triangulation compared observations, interviews, and documentation. Member checking was conducted by reconfirming interview interpretations with informants to ensure that the findings reflected their intended meanings.

Research Procedure

1. Determining the research focus on the use of interactive media and student learning motivation.
2. Obtaining research permission from MA NW Lenek Lauk.
3. Developing observation, interview, and documentation instruments.
4. Conducting classroom observations.
5. Conducting interviews with the principal, teachers, and students.
6. Collecting supporting documents.
7. Analyzing the data using the Miles, Huberman, and Saldaña model.
8. Drawing and verifying conclusions.
9. Preparing the research report.

3. RESULT AND DISCUSSION

Overview of the Research Location

The study was conducted at MA NW Lenek Lauk, Lenek Subdistrict, East Lombok Regency, West Nusa Tenggara. The school had begun using technology-supported learning media to improve classroom engagement. Available facilities included classrooms, LCD projectors, laptops, an internet network, and multimedia devices that were used by teachers as available.

Observations showed that teachers had used student-centered teaching activities and several interactive media, including PowerPoint, educational videos, and Quizizz. Although technological facilities were not evenly available in every classroom, teachers attempted to maximize existing resources to make learning more engaging.



Observation Results

Observations were conducted during learning activities in eleventh-grade classes. At the beginning of the lesson, the teacher presented a PowerPoint slide containing images and learning objectives. The teacher then played an instructional video related to the material and led a discussion after the video.

Most students paid close attention to the teacher's explanations. Compared with lessons relying only on lectures, students appeared more focused when the material was presented through images, videos, and animations. When the teacher administered a Quizizz quiz, the classroom atmosphere became more lively. Students attempted to answer the questions quickly and correctly, discussed some answers with one another, and received immediate feedback from the teacher.

Students also appeared more confident in expressing opinions and asking questions when interactive media were used. These observations indicated changes in attention, participation, curiosity, and enthusiasm, which were interpreted as observable indicators of learning motivation.

Table 1. Observation Results Before and After the Use of Interactive Media

Aspects Observed	Before Using Interactive Media	After Using Interactive Media
Student attention	Some students were not focused.	Almost all students paid attention to the lesson.
Active participation in asking questions	Still low.	Increased.
Participation in discussions	Most students were passive.	Most students participated actively.
Enthusiasm for learning	Moderate.	High.
Willingness to express opinions	Still low.	Increased.
Task completion	Some students were late.	Most students completed tasks on time.

Interview Results

Interview with the Principal

The principal reported that the school supported the use of technology-based learning media as part of efforts to improve the quality of learning. Teachers were encouraged to use learning media in line with technological developments so that classroom learning could become more engaging and responsive to students' needs.

The principal stated: "We continue to encourage teachers to utilize technology in the classroom because students today are more interested in learning through interactive media rather than just listening to the teacher's explanations."

Interviews with Teachers

The two subject teachers explained that interactive media had influenced students' classroom participation. Before interactive media were used, some students appeared passive and paid little attention to lessons. After PowerPoint, educational videos, and Quizizz were incorporated, students became more active in asking questions, participating in discussions, and engaging with the lessons. Teachers also reported that interactive media helped clarify abstract concepts.

One teacher stated: "When using educational videos and Quizizz, students are more enthusiastic. They want to try to answer the questions correctly and feel happy when they get high scores."

Interviews with Students

The students reported that they preferred learning with interactive media to lecture-based instruction. They explained that educational videos made material easier to understand because the content was accompanied by engaging images and explanations.



One student stated: “When I learn using videos and Quizizz, it’s easier for me to understand the material. Learning isn’t boring.”

Another student stated: “I’ve become more confident about asking questions because I’ve seen examples in the videos the teacher showed.”

Overall, the students described interactive media as making learning more enjoyable and helping them remain engaged until the end of the lesson.

Documentation Results

The documentation included photographs of learning activities, teachers’ instructional materials, instructional videos, Quizizz results, student attendance lists, and field notes. These documents supported the observation and interview findings by showing that interactive media had been used in classroom learning and that students participated actively during the activities.

(a) Student interviews



(b) Interactive learning implementation



Figure 1. Documentation of student interviews and classroom implementation of interactive learning media.

Triangulation of Findings

The triangulation results showed that observations, interviews, and documentation generally supported one another. The convergence of the three sources strengthened the credibility of the findings regarding increased attention and participation, the use of Quizizz, and technical barriers.

Table 2. Triangulation of Research Findings

Findings	Observations	Interviews	Documentation	Conclusion
Learning motivation increased	Attention and enthusiasm increased after interactive media	Teachers and students reported that learning became more	Activity documentation and Quizizz results were available.	The three sources supported the finding.



	were used.	engaging and motivating.		
Students became more active in asking questions	Students participated more actively in questions and discussions.	Students reported greater confidence in asking questions and participating.	Learning activity notes supported the observation.	The three sources supported the finding.
Teachers used Quizizz	Quizizz activities increased classroom engagement.	Teachers reported that Quizizz increased enthusiasm.	Quizizz results were available.	The three sources supported the finding.
Internet connection issues	Quizizz activities were sometimes interrupted by network problems.	Teachers reported unstable internet connections.	Field notes documented technical problems.	The three sources supported the finding.

DISCUSSION

a. Interpretation through Multimedia Learning Theory

The findings were consistent with Mayer's Multimedia Learning Theory (2009, 2021), which emphasizes the processing of verbal and visual information. Students reported that videos, images, and presentations made the material easier to understand. In this study, the combination of verbal explanations and visual elements appeared to help students maintain attention and understand the material.

b. Interpretation through Cognitive Load Theory

The interactive media observed in the classroom were presented in relatively simple and systematic forms. Short instructional videos, straightforward PowerPoint presentations, and Quizizz questions arranged in stages helped students process the material without being overwhelmed by excessive information. This pattern was consistent with the principle that learning materials should be organized in ways that respect the limited capacity of working memory (Sweller, 2011).

c. Interpretation through the ARCS Motivation Model

The four components of Keller's ARCS model were visible in the classroom activities. Attention was supported through images, videos, and quizzes. Relevance was developed by connecting learning material with examples familiar to students. Confidence was supported when students successfully answered questions and received feedback. Satisfaction was reflected in students' positive responses after completing activities and receiving good scores or teacher appreciation.

d. Interpretation through Constructivist Theory

The findings also reflected constructivist principles. Teachers did not only explain material but also provided opportunities for students to discuss, ask questions, and solve problems. Interactive media therefore served as tools that supported active participation and interaction with learning content.

Comparison with previous studies.

The findings were broadly consistent with previous studies. Yuslinda (2018) and Danaswari and Gafur (2018) reported positive contributions of interactive or multimedia learning to student motivation. Anisa et al. (2020) showed that gamification in English learning could support competence, autonomy, relatedness, and motivation. Kartini et al. (2024) also found a significant relationship between Quizizz and learning motivation. The present study extends these findings by providing a qualitative description of how several forms of interactive media were used together in a secondary-school setting and how the changes were perceived by teachers and students.



Supporting Factors

- Teachers' competence in operating learning media.
- Students' enthusiasm for using technology.
- The principal's support for learning innovation.
- The availability of LCD projectors, laptops, and an internet network.
- The suitability of the learning media to the subject matter.

Barriers

- A limited number of LCD projectors, requiring them to be used on a rotating basis.
- Unstable internet connections when Quizizz was used.
- Some teachers' digital skills still needed improvement.
- Not all students had access to the same devices for internet-based learning.

Teachers addressed these barriers by adapting their teaching methods and using offline resources when internet access was disrupted.

Implications of the Study

The findings indicated that interactive media could be developed as one of the learning strategies at MA NW Lenek Lauk. Teachers can continue improving their competence in designing and using innovative media, while the school can strengthen the supporting facilities required for technology-based learning. The findings could also provide a practical reference for schools seeking to support student motivation through interactive learning media.

From a practical perspective, the findings provided several implications for English language teaching at the research site. Teachers could use short videos to introduce or clarify difficult material, PowerPoint to organize explanations visually, and Quizizz to review learning and provide immediate feedback. However, the selection of media should remain based on learning objectives, students' needs, and available facilities. Schools could support this process by providing reliable internet access, maintaining projectors and other equipment, and giving teachers opportunities to improve their digital teaching skills. These efforts can make technology use more sustainable rather than dependent on individual teacher initiative.

Practical Implications

The findings further showed that the presence of interactive media alone did not determine the quality of learning. Teacher facilitation remained important in selecting the media, explaining the learning objectives, guiding students during activities, and providing feedback. PowerPoint and videos were useful when teachers connected them with explanations and discussion, while Quizizz was more meaningful when the questions were related to the learning objectives. This finding suggests that interactive media should be considered instructional tools rather than replacements for teachers. The teacher's ability to integrate technology with pedagogy was an important condition for obtaining the motivational benefits observed in the classroom.

Role of Teacher Facilitation

The findings also indicated that the contribution of interactive media was not limited to making classroom activities more attractive. The media created additional opportunities for students to respond to the material and to receive feedback during the learning process. This was particularly visible when teachers used Quizizz after explaining the lesson. Students were required to make decisions, check their answers, and continue participating even when they made mistakes. In this situation, the activity provided a learning experience in which students could monitor their own understanding. The observations and interviews therefore suggested that motivation was reflected not only in students' excitement but also in their willingness to remain involved in the learning activities.

4. CONCLUSION

Based on the findings, the use of interactive media contributed positively to student learning motivation at MA NW Lenek Lauk. Observations, interviews, and documentation showed changes in students' attention, participation, confidence, and enthusiasm during learning activities.



PowerPoint presentations, educational videos, and Quizizz provided students with more opportunities to engage with learning materials, answer questions, participate in discussions, and complete learning tasks. The learning process became more engaging than lessons dominated by lecture-based instruction.

The implementation of interactive media was supported by teachers' competence, school leadership support, available facilities, and students' enthusiasm. The main barriers were limited technological facilities, unstable internet connectivity, unequal access to devices, and differences in teachers' digital skills.

Overall, the findings suggest that interactive media can support student learning motivation at MA NW Lenek Lauk. Because this study used a qualitative design, the findings should be interpreted as evidence of contribution and observed change rather than as a statistical demonstration of causal effectiveness.

For Teachers

Teachers were encouraged to improve their competence in designing and using interactive media that matched students' characteristics and learning objectives. Teachers could also combine different digital applications while maintaining clear instructional purposes.

For Schools

Schools were encouraged to provide adequate facilities and infrastructure, including LCD projectors, reliable internet access, computers, and professional development for teachers.

For Students

Students were encouraged to participate actively when interactive media were used and to develop curiosity, independent learning habits, and responsible use of technology.

For Future Researchers

Future research could examine interactive media across different subjects, educational levels, and student characteristics. Quantitative or mixed-methods designs could also be used to examine relationships between interactive media, motivation, and learning outcomes more systematically.

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