



The Influence of Using Interactive Media on Middle School Students' Ability to Understand Folklore Texts

Aisyah Eka Alfina¹, Munirah², Desy Ayu Andhira³

¹ (Indonesian Language and Literature Education, Muhammadiyah University of Makassar, Indonesia)

² (Indonesian Language and Literature Education, Muhammadiyah University of Makassar, Indonesia)

³ (Indonesian Language and Literature Education, Muhammadiyah University of Makassar, Indonesia)

* Corresponding Author. E-mail: ¹aisyahekaalfina27@gmail.com, ²munirah@ac.id,
³desiyuandira@unismuh.ac.id

Receive: 11/01/2024

Accepted: 11/02/2024

Published: 01/03/2024

Abstrak

This type of research is quantitative with an experimental research design. The aim of this research is to determine the results of media use interactive in increase motivation Study And ability understand Folklore text structure in Indonesian language learning. Population in This research consisted of class VII students at SMP Negeri 6 Barru with a selected sample class VII.1 JUNIOR HIGH SCHOOL Country 6 Barru. Technique collection data that is with using observation, tests (*pretest* and *posttest*) and questionnaires. Data What was collected was data regarding descriptive analysis and inferential analysis with testing hypothesis use t- test . Results analysis descriptive shows that there is a significant increase after using the media interactive with a percentage of 62.54% or 16 students who obtained excellent marks tall. Whereas results analysis inferential by using formula t- test obtain mark t count =16.46 And t table = 2.05, become t count >t table or 16.46 >2.05. H₀ is rejected and H₁ is accepted, so it can be concluded that utilization Interactive media influences learning motivation and ability to understand student.

Keywords : Interactive Media, Understanding Ability

Abstract

This type of research is quantitative with an experimental research design. The aim of this research is to determine the results of using interactive media in increasing learning motivation and the ability to understand the structure of folklore texts in Indonesian language learning. The population in this study were class VII students at SMP Negeri 6 Barru with the selected sample being class VII.1 at SMP Negeri 6 Barru. The data collection technique is by using observation, tests (pretest and posttest) and questionnaires. The data collected is data regarding descriptive analysis and inferential analysis by testing hypotheses using the t-test. The results of the descriptive analysis show that there was a significant increase after the use of interactive media with a percentage of 62.54% or 16 students who obtained very high scores. Meanwhile, the results of inferential analysis using the t-test formula obtained a value of tcount = 16.46 and ttable = 2.05, becoming tcount >t table or 16.46 >2.05. Ho is rejected and H1 is accepted, so it can be concluded that the use of interactive media influences students' learning motivation and ability to understand.

Keywords : Interactive Media, Understanding Ability

Introduction

Learning can be said to be a process of changing behavior as a result of interaction between individuals and their environment in meeting their life needs. Learning is closely related to learning, learning is an activity that involves a person in an effort to acquire knowledge, skills and positive values by utilizing various sources for learning. Learning can involve two parties, namely students as learners and teachers as facilitators. The most important thing in learning activities is the learning process. Thus, it can be concluded that learning is a process of providing assistance to students to get a good learning experience.

In the learning process, the term learning media is known, this term is one of the starting points in choosing the right learning approach. In determining the success of the learning and teaching process, media is an instrument that is considered strategic. Its existence can directly explain certain things to students. Literally, middle, intermediary, or introduction is the meaning of the word *medius* in Latin. Conditions that enable learners (students) to acquire knowledge, skills or attitudes. In this case teachers, textbooks and the school environment are media. More specifically, the definition of learning media is a tool that can convey messages or information from teachers to students with the aim of facilitating the learning process. By utilizing learning media, it is hoped that students' thoughts, feelings, attention and interests can increase so that ultimately students are able to receive and understand information (material) from the teacher well.

In today's digital era, it is actually very easy for teachers to obtain learning media. In this regard, interactive learning media is said to be very efficient to use in the learning process. According to Widiara (2018), in the digital era and even more so technological developments at this time have a huge impact on human life so that they cannot be underestimated, especially

by the world of education in Indonesia. Rapid advances in technology allow us to package, assess and create interactive learning media by combining text, images, audio and video into one learning media whose results can make a significant contribution to the world of education. The word "interactive" generally means two-way communication or more than communication components. More simply, "interactive" means active communication between two aspects, namely the communicator and the communicant, no one party is passive. Interactive Media generally refers to multimedia products and digital services in information and technology (IT) systems that function to respond to user actions by presenting audio content, visual content and audiovisual content. Next, we can draw the conclusion that the definition of interactive learning media is a multimedia-based tool that can help explain messages or information from teachers to students, in the process of which active two-way communication occurs, namely between multimedia and users (students) with the aim of facilitating the learning process.

Apart from learning media, there are other things that are factors in learning success for students. As we know, the current condition of education raises more and more challenges that must be faced. In fact, the final results obtained by students are not yet able to convey the fragrance of education in Indonesia. Then, the quality related to the teaching and learning process deserves to be questioned, especially given the current conditions which show that students' motivation to learn is still low. Of course, this must be corrected immediately so that the learning process and student learning outcomes become better.

The learning motivation that students have in every learning activity plays a very important role in improving student learning achievement in certain subjects (Nashar, 2004: 11). Students who are highly motivated in learning are likely to obtain high learning outcomes, meaning

that the higher their motivation, the more effort and effort they make, the higher their learning achievements will be. Motivation is really needed in the learning process for students, this is because students cannot possibly accept the learning process when they do not have the motivation to learn. Strong motivation in students will help increase interest, willingness and high enthusiasm for learning, because motivation and enthusiasm for learning have a close relationship. As said by Sardiman AM (2018:84) in his book *Interaction and Teaching and Learning Motivation* that "in learning activities, motivation gives rise to learning activities, guarantees the continuity of learning activities, so that the goals desired by the learning subject can be achieved." Learning motivation is the overall driving force both from within and outside the student, which can give rise to desire, desire, enthusiasm and excitement in learning activities in order to achieve a goal. Both teachers and students must be able to understand the importance of learning motivation, because learning motivation will later move individuals to improve their learning activities. Lack of motivation to learn will affect the decline in enthusiasm for learning and learning outcomes for students.

In order to improve the quality of learning in schools, teachers must strive to build students' learning motivation for all subjects, especially basic subjects such as Indonesian. The Indonesian language subject in junior high school itself has a standard KKM score (Minimum Completion Criteria) of 70, based on this score the teacher must make efforts so that students can complete and exceed the specified KKM score. Each student's way of learning is different, this causes students' levels of understanding to be different. Teachers need to apply interesting and innovative methods, which can trigger enthusiasm for learning so that students are more creative and innovative. For example, in learning material for writing folklore, teachers need to use an interesting learning

system that is in line with current developments, in this case the use of interactive media is really needed. In learning Indonesian, one of the learning materials is writing folk tales. Writing folk tales is a basic competency that is part of the language skills competency standards for class VII students at SMP Negeri 6 Barru. These competency standards expect students to be able to express thoughts, feelings and information in writing in the form of writing simple folk tales with basic competency in composing essays based on various topics while still paying attention to the use of appropriate spelling and structure. The indicators to be achieved are that students can write folk tales by understanding their structure.

The phenomenon of the influence of the ability to understand the structure of folklore texts cannot be denied that the use of interactive media developed and implemented by teachers at SMP Negeri 6 Barru has a great influence on students' learning motivation. Learning activities that are still carried out in a classical manner are characterized by lectures and are teacher centric, causing students to be less actively involved in Indonesian language learning activities, especially in material that contains a lot of narrative in it, such as folklore texts. In fact, in essence learning to improve students' competence in communicating verbally and in writing using Indonesian in all its functions can be very beneficial for improving students' abilities.

Based on the author's initial observations at SMP Negeri 6 Barru, the author saw a lack of student interest in learning with folklore text material. Apart from that, the use of interactive media is not used efficiently, teachers appear to be not using existing technology to attract students' attention so that their learning motivation can increase and they can understand the lessons given. Therefore, the author took the initiative to conduct research with the title "The Influence of Using Interactive Media on Learning

Motivation and the Ability to Understand the Structure of Folklore Texts in Class VII Students of SMP Negeri 6 Barru." The author hopes that by conducting this research, it can provide stimulus to students and teachers so that the learning process can proceed well.

Method

Types of research

The type of research that researchers use is quantitative with an experimental research design. According to Sugiyono (2014:72) experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions.

The type of experimental research used in this research is Pre-Experimental Design (non design) where there are still external variables that influence the formation of the dependent variable. So the experimental results which are the dependent variable are not solely influenced by the independent variable. This happened because there were no control variables and the sample was not chosen randomly (Sugiyono, 2018: 109).

Place and time of research

This research was carried out in Barru Regency, more precisely at UPTD SMP Negeri 6 Barru. Based on the research study, the location was chosen because in this school the application of learning using interactive media is still rarely used. Apart from that, the learning motivation and ability to understand the students are still in the category. This research was carried out in class VII in the even semester of the 2023/2024 academic year.

Research design

The design used in this research is Pre-Experimental Design in the form of One Group Pretest-Posttest Design. In this research design, the experimental class will be given an initial test (Pre-test) before the treatment is given. The pre-test is used to determine and measure students' initial abilities before learning begins, while the post-test is given at the end of learning after

the treatment. In this way, the results of the treatment can be accurate, because they can be compared with the situation before the treatment was given.

Research variable

This research consists of two variables, namely the independent variable and the dependent variable.

- a. The independent variable or variable X is the variable that influences or is the cause of the change or emergence of the dependent variable. The independent variable in this research is interactive learning media in folklore texts in Indonesian language learning.
- b. The dependent variable or variable Y is a variable that is influenced or a result of the existence of an independent variable (Sugiyono, 2017:39). The dependent variables in this research are students' learning motivation and ability to understand.

Population and Sample

1. Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2015: 117). The population in this study was class VII at SMP Negeri 6 Barru.

2. Sample

According to Sugiyono (2017:81) The sample is part of the number and characteristics of the population. Sampling in this research was carried out using the Probability Sampling technique, namely a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a member of the sample (Sugiyono, 2006: 218).

The class sampled in this research was class VII.1 with a total of 26 students. The researcher only chose one experimental class which will be used to determine the effect of using interactive media on learning motivation

and the ability to understand the structure of folklore texts in Indonesian language learning for class VII students at SMP Negeri 6 Barru using pretest and posttest.

Data collection technique

1. Observation

According to Riyanto (2010:96) observation is a data collection method that uses direct or indirect observation. At the observation stage, researchers conducted direct observations at the research location to obtain one type of supporting data in the form of data about the process of the influence of the use of interactive media on learning motivation and the ability to understand the structure of folklore texts in Indonesian language learning for class VII students at SMP Negeri 6 Barru.

2. Test

Arikunto (2010: 193) A test is a series of questions or exercises as well as other tools used to measure the skills, knowledge, abilities or talents possessed by an individual or group. This test is used to measure students' understanding of subjects and to measure students' initial abilities (pretest) and then (posttest), namely the final test which is given after being treated with the use of interactive media.

This research uses a type of test instrument for the ability to understand the structure of folklore texts in Indonesian language learning, totaling 8 numbers and will be given to the class being used as an experiment. This test instrument is in the form of description questions to measure understanding abilities given during the pretest and posttest.

3. Questionnaire (Questionnaire)

A questionnaire is a number of written questions used to obtain information from respondents, in this

case reports about personal matters or other matters. A questionnaire is a data collection technique that is carried out by giving a set of questions or statements which will then be given to respondents to answer (Sugiyono 2014: 142). The results of the questionnaire in this research function to provide information to readers regarding the answers from respondents (students). The use of this questionnaire is to obtain data about answers from respondents with the aim of providing researchers with data about students' understanding regarding folklore text material and the structure that builds it. The data collected will later be used to measure the learning motivation of class VII students at SMP Negeri 6 Barru. The type of questionnaire used in this research is a direct questionnaire, in the form of a Likert scale with closed questions. In this case, the researcher provides several alternative answers to the respondents to the questions asked, and then the respondents choose alternative answers that suit their experience by putting a check list mark (√) on the alternative answers. This instrument uses a Likert scale with gradations of answers of strongly agree, agree, disagree, disagree and strongly disagree.

Results and Discussion

Results

Based on the results of observations, tests (Pretest and Posttest), and questionnaires, research carried out at SMP Negeri 6 Barru found several things related to the influence of the use of interactive media on learning motivation and the ability to understand the structure of folklore texts in learning Indonesian:

1. The Influence of Using Interactive Media on Learning Motivation for Class VII.I Students' Story Text Structure in Indonesian Language Learning

Based on data obtained from respondents in this study, the lowest score was 40 and the highest score was 67. From

the results of statistical calculations using the SPSS 19 program, the average value (M) was 53.08; median (Me) of 54; mode (Mo) of 58; standard deviation (SD) is 1,380.

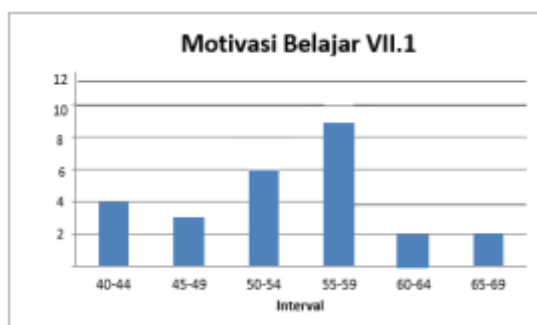
The results of the influence of the use of interactive media on the learning motivation of class VII students at SMP Negeri 6 Barru can be seen in the frequency distribution table below.

Table 4.8 Frequency Distribution of Learning Motivation

Interval	Frekuensi	Frekuensi (%)	Frekuensi Kumulatif	Frekuensi Kumulatif (%)
40-44	4	15,39	4	4,16
45-49	3	11,54	7	7,29
50-54	6	23,08	13	13,55
55-59	9	34,61	22	22,91
60-64	2	7,69	24	25
65-69	2	7,69	26	27,09
Total	26	100	96	100

From these data it can be seen that the score with the highest frequency is the 55-59 interval class with 9 students with a frequency of 34.61%. Then followed by the 50-54 interval class with 6 students with a frequency of 23.08%, then the 40-44 interval class with 4 students with a frequency of 15.39%, as well as the 60-64 interval class and the 65-69 interval class respectively. 2 students with a frequency of 7.69%. Based on these results, it can be concluded that the majority of students' learning motivation scores in class VII.1 of SMP Negeri 6 Barru are above average. The following bar chart is made according to the results obtained.

Figure 4.1 Chart/Graphic of Learning Motivation



From the graphic above, you can see the learning motivation scores of class VII.1 students at SMP Negeri 6 Barru.

There were 4 students who got a score of 40-44, 3 students got a score of 45-49, 6 students got a score of 50-54, 9 students got the highest score with a score range of 55-59, 2 students got a score of 60-64, and 2 students who scored 65-69. Based on the data analysis above, it can be concluded that the learning motivation of class VII.1 students at SMP Negeri 6 Barru is included in the above average category.

2. The Influence of Using Interactive Media on the Pretest Ability to Understand the Structure of Folklore Texts in Indonesian Language Learning

Based on the test results given by students during the pretest, a descriptive analysis was obtained for the Indonesian language subject on folklore text material for class VII.1 students at SMP Negeri 6 Barru which can be seen in the following table:

Table 4.3 Student Test Score Statistics

No.	Statistik	Nilai Statistik	
		Pretest	post-test
1.	Ukuran Sampel	26	26
2.	Skor Ideal	100	100
3.	Nilai tertinggi (<i>maximum</i>)	85	100
4.	Nilai Terendah (<i>minimum</i>)	50	78
5.	Rentang Nilai (Range)	35	22
6.	Nilai Rata-Rata (Mean)	69,30	89,73

If student test results are grouped into a five-category scale that is applied, a frequency distribution can be obtained.

Table 4.4 Distribution and Percentage of Student Test Results Scores After Being Given Treatment (Pretest)

No.	Interval	Kategori	Nilai Pretest	
			Frekuensi	Persentase
1.	90-100	Sangat tinggi	-	-
2.	80-89	Tinggi	6	23,08%
3.	65-78	Sedang	13	50%
4.	55-64	Rendah	4	15,39%
5.	0-54	Sangat rendah	3	11,53%
			26	100%

Based on table 4.4, it can be seen that the pretest test results for class VII.1 students in learning Indonesian on the material of understanding the structure of folklore texts at SMP Negeri 6 Barru who

obtained very low criteria were 3 students with a percentage of 11.53%, there were 4 students with low criteria. the percentage is 15.39%, the medium criteria are 13 students with a percentage of 50%, the high criteria are not 6 students with a percentage of 23.08%, and there are no students with very high criteria so they get a percentage of 0%. This shows that the test results of class VII.1 students before using interactive multimedia were in the medium category.

After students are given the pretest, the results obtained can be known by looking at the completeness of the scores obtained. The completeness of the results from the Pretest implementation can be seen in the table below:

Table 4.5 Description of Completeness of Student Test Results

Skor	Kategori	Frekuensi	Persentase (%)
0-74	Tidak tuntas	20	76,92%
75-100	Tuntas	6	23,08%
Jumlah		26	100%

(Pretest)

Based on table 4.5, it can be seen that of the 26 research subject students there were 6 (23.08%) who completed it out of 17 (76.92%) students who did not complete it individually. This shows that students in class VII.1 of SMP Negeri 6 Barru have not achieved classical completeness, where classical completeness is achieved if at least 75% of students in that class have achieved the predetermined score.

During this experimental research, there was a change in student test results after being given treatment in the form of the use of interactive multimedia. These changes are from the test results obtained after being given the posttest, this can be seen from the posttest score data from the test results of class VII.1 students at SMP Negeri 6 Barru. It is known from the posttest that class VII.1 students obtained an average score of 90.5%. The average score of 90.5% falls into the good (complete) criteria, the highest score is 100 and the lowest score is 78.

From the results of the tests given to students in the form of pretest and posttest, a descriptive analysis was obtained for the Indonesian language subject, the material of understanding the structure of folklore texts for class VII.1 students at SMP Negeri 6 Barru as described in table 4.3. If student test results are grouped into a five-category scale that is applied, a frequency distribution is obtained.

Table 4.6 Distribution and Percentage of Student Test Results Scores After Being Given Treatment (Posttest)

No.	Interval	Kategori	Nilai Pretest	
			Frekuensi	Persentase
1.	90-100	Sangat tinggi	16	61,54%
2.	80-89	Tinggi	8	30,77%
3.	65-78	Sedang	2	7,69%
4.	55-64	Rendah	-	-
5.	0-54	Sangat rendah	-	-
Jumlah			26	100%

Based on table 4.6, it is known that in the posttest test results for class VII.1 students in learning Indonesian on the material of understanding the structure of folklore texts at SMP Negeri 6 Barru, there were no students who obtained very low criteria with a percentage of 0%, then there were also no students who obtained low scores. with a percentage of 0%, in the medium criteria there are 2 students with a percentage of 2.69%, in the high criteria there are 8 students with a percentage of 30.77% and in the very high criteria there are 16 students with a percentage of 62.54%. This shows that the test results of class VII.1 students after using interactive multimedia experienced a very high increase.

After students are given the Posttest, the results obtained can be known by looking at the completeness of the scores obtained. The complete results of the Posttest can be seen in the table below:

Table 4.7 Description of Completeness of Student Test Results

Skor	Kategori	Frekuensi	Persentase (%)
0-74	Tidak tuntas	-	-
75-100	Tuntas	26	100%
Jumlah		26	100%

(Posttest)

Based on table 4.7, it can be seen that of the 26 research subject students, all were declared complete with the lowest score of 78 with a result percentage of 100%. This shows that students in class VII.1 of SMP Negeri 6 Barru have achieved classical completion and more than expected.

To search for ttable prices, researchers used a t distribution table with a significance level of $\alpha=0.05$ and $db=N-2=26-2=24$, so they obtained $t_{0.05}=2.05$.

After obtaining $t_{count} = 16.46$ and $t_{table} = 2.05$, then we get $t_{count} > t_{table}$ or $16.46 > 2.05$ (it can be said that H_0 is rejected and H_1 is accepted). Based on these calculations, it can be concluded that the use of interactive media "has an influence" on learning motivation and the ability to understand the structure of folklore texts in Indonesian language learning for class VII students at SMP Negeri 6 Barru.

Discussion

1. The Effect of Using Interactive Media on Students (Observation)

A fun and varied learning process can make students enthusiastic during learning and no longer feel bored or stressed when participating in the learning process in class. Fun learning can also make students concentrate while learning is taking place so that the results that educators want will automatically be met.

Based on the results of observations made by researchers in class VII.1 of SMP Negeri 6 Barru, it was found that there were changes in students where at the beginning of the activity there were several students who were doing other activities and not paying attention to the learning given by the teacher. However, in the following hours the learning process was carried out using interactive multimedia. After learning takes place there are changes that occur in students. This can be seen in the percentage of students who pay attention to the teacher's explanation of 80.77% or around 21 students, then the percentage of students who actively work on the questions given is

88.47% or around 23 students, the rest are just students who are doing other activities and students who need guidance in working on questions. It can be said that a fun learning process makes students enthusiastic and active in participating in learning.

Based on the results of research conducted by Yuliana Novitasari, et al. (2022), in research entitled: "The Effect of Using Android-Based Interactive Multimedia and Local Wisdom on Nonfiction Text Material". Data was obtained that the Pearson correlation value $> r_{table}$ value, namely $0.580 > 0.433$, so the data from SDN 1 Bendo is said to be valid. Meanwhile, from the Nusantara University PGRI Kediri Laboratory Elementary School, data was obtained that the Pearson correlation value $< r_{table}$ value, that is, the Pearson correlation value $< r_{table}$ value, can be written as $0.489 < 0.576$. So it is concluded that there is an influence of the use of Android-based interactive multimedia and local wisdom on non-fiction text material. The similarity between the research above and the research conducted here lies in the learning outcomes in Indonesian language subjects after using interactive media. However, these two studies also have differences, namely that the research conducted by Yuliana Novitasari, et al., was carried out in 2022 with different locations and research samples.

The research similarities that are relevant to this research are in the same learning model, namely that they both utilize interactive media and the differences are found in the research results. Based on the results of descriptive statistical analysis and inferential statistics obtained from the results of observations that have been made, it can be concluded that there is an influence of the use of interactive media on class VII students at SMP Negeri 6 Barru.

2. The Effect of Using Interactive Media on Student Learning Motivation (Questionnaire)

Apart from obtaining results from observations and tests, researchers also obtained data results from questionnaires given to students. Based on the results of this research, the use of interactive media greatly influences students' learning motivation during the process of learning Indonesian folklore text material. Motivation to learn obtained dominant frequency results in the alternative answer "agree". This can be seen from the score of students who have the highest frequency in the 55-59 interval class of 9 with a frequency of 34.61% who say this.

There is a difference between students who have strong or high motivation who will be active, serious and full of enthusiasm in carrying out all their learning activities to achieve the expected achievement goals, and students who have weak or low motivation such as a lack of desire or desire to succeed in learning and a lack of motivation. encouragement in learning to achieve the expected goals. Therefore, attention is needed. Attention has an important role in learning activities, attention to learning will arise in students if the learning materials are in accordance with their needs. If the learning material is felt as something that is needed, this will generate motivation to learn anything easily.

From several aspects of the questions asked to students regarding how to learn Indonesian folklore text material, answers were obtained that can be used as a reference for educators in delivering learning according to what students want. Moreover, after researchers conducted research, the results were obtained that the majority of students' learning motivation scores in class VII.1 of SMP Negeri 6 Barru were above average.

Based on the results of research conducted by Sri Rahayu and Yuli Prihatini. (2021), in research entitled: "The Contribution of the Use of Interactive Learning Multimedia, Learning Motivation, and the Learning Environment to Indonesian Language Learning

Achievement." The results showed that there was a significant positive influence between the use of interactive multimedia, learning motivation and the learning environment on the Indonesian language learning achievement of State Middle School students in Mlati District. The similarity between this research and the research carried out lies in the learning outcomes of Indonesian language lessons after it is known how students are motivated to learn in following the existing lessons. However, these two studies also have differences, namely that the research conducted by Sri Rahayu and Yuli Prihatini was carried out in 2021 with different locations and research samples. This research also focuses on finding out different contributions from this research which wants to know the effect of using interactive media.

3. The Effect of Using Interactive Media on Students' Understanding Ability (*Pretest* and *Posttest*)

The research results showed that there were significant changes that occurred in students. This can be seen from the pretest results, the average student test score is 69.30%, with the very low category being 3 students with a percentage of 11.53%, the low criteria being 4 students with a percentage of 15.39%, the medium criteria being 13 students with a percentage of 50%, there are no high criteria, there are 6 students with a percentage of 23.08%, and there are no students with very high criteria so they get a percentage of 0%. Through the percentage of completeness results of the Indonesian language test material on the structure of folklore texts, it was found that 20 students did not complete it and 6 students were in the complete category. So, from the results obtained it can be said that students' understanding abilities before using interactive multimedia were relatively low compared to the classical completeness standard of 75%.

Furthermore, the average posttest result was 89.73%, which proves that student learning outcomes after using

interactive media had better results than before using interactive media. In addition, the percentage of Indonesian language learning outcome categories for students' folklore text material was also increased, namely in the very high category there were 16 students with a percentage of 62.54%, in the high category there were 8 students with a percentage of 30.77%, in the medium category there were 2 students with a percentage of 2.69%, in the low category there were no students with a percentage of 0%., as well as the very low category where there are no students with a percentage of 0%.

The results of inferential statistical analysis using the t test formula show that the t value is 16.46% with a frequency (db) of $26-2=24$, at a significance level of 0.05% it is obtained at $26-2=24$, at a significance level of 0.05% the t table is obtained = 2.05. Therefore, $t \text{ count} > t \text{ table}$ at a significance level of 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, which means that there is an influence in the use of interactive multimedia on the understanding ability of class VII.1 students at SMP Negeri 6 Barru .

Based on the results of research conducted by Serly Astriyani. (2022), in research entitled: "The Effect of Using Interactive Multimedia on Student Learning Outcomes." The results obtained were that learning taught using interactive media was higher than student learning outcomes taught using conventional models. So it is concluded that there is an influence of the use of interactive multimedia on the learning outcomes of social studies subjects in class VIII SMP Harapan Ananda. The similarity between the research above and the research conducted here lies in the student learning outcomes before and after using interactive multimedia. However, these two studies also have differences, namely that the research conducted by Serly Astriyani was carried out in 2022 with different locations, samples and subjects.

Conclusion

Based on the results of research and discussion on the use of interactive media on learning motivation and the ability to understand the structure of folklore texts in Indonesian language learning for class VII students at SMP Negeri 6 Barru. Concluded as follows:

1. The use of interactive media has a big influence on students when learning Indonesian. This can be seen from the results of the percentage of students who paid attention to the teacher's explanation of 80.77% or around 21 students, then the percentage of students who actively worked on the questions given was 88.47% or around 23 students, the rest were just students who carried out other activities and students who need guidance in working on questions. It can be said that a fun learning process makes students enthusiastic and active in participating in learning.
2. The use of interactive media influences students' learning motivation in learning Indonesian on folklore text structure material. From these data it can be seen that the score with the highest frequency is the 55-59 interval class of 9 with a frequency of 34.61%. Based on these results, the majority of students' learning motivation scores in class VII.1 of SMP Negeri 6 Barru are above average.
3. The use of interactive media influences students' ability to understand when learning Indonesian folklore text material. The results of inferential statistical analysis using the t test formula show that at the 0.05% significance level, it is $26-2=24$, at the 0.05% significance level, $t \text{ table} = 2.05$. Therefore, $t \text{ count} > t \text{ table}$ at a significance level of 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Bibliography

- [1] Nashar. (2004). *The Role of Motivation and Initial Ability in Learning Activities*. Jakarta: Delia Press.
- [2] Novitasari, Y., Aka, KA, & Damariswara, R. (2022). The Influence of Using Android-Based Interactive Multimedia and Local Wisdom on Nonfiction Text Material. *Primary: Journal of Elementary School Teacher Education*, 11(3), 816-828.
- [3] Sardiman. (2018). *Teaching and Learning Interaction and Motivation*. Depok: PT. Rajagrafindo Persada..
- [4] Widiara, IK (2018). Blended Learning as an Alternative to Learning in the Digital Era. *Purwadita: Journal of Religion and Culture*, 2(2), 50–56.\.
- [5] Riyanto, Y. (2010). *Educational Research Methodology*. Surabaya: SIC Publishers.
- [6] Sugiyono. (2014). *Educational Research Methods Quantitative, Qualitative and R&D Approaches*. Bandung: Alfabeta.
- [7] Sugiyono. (2015). *Combination Research Methods (Mix Suyanto, S (2009). School success in national examinations in terms of learning organizations. Dissertation , unpublished*. Jakarta State University.
- [8] Sugiyono. (2017). *Statistics for Research*. Alfabeta.
- [9] Sugiyono. (2018b). *Quantitative, Qualitative, and R&D Education Research Methods (3rd Ed)*. Alfabeta CV.