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Analysis of students' learning interests through the use of visual learning media with a problem-based learning model in science lessons for class IV SDN 95/II Muara Bungo

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Abstract

This research was motivated by the less than conducive learning conditions in the fourth grade of SDN 95/II Muara Bungo. Many students appeared unenthusiastic about participating in lessons, often making noise, sleeping in class, and even getting involved in fights. Teachers had difficulty attracting students' attention because the learning methods used tended to be monotonous, namely lectures without the use of varied media or learning models. This caused students to quickly become bored and less interested in participating in the learning process, which resulted in low student interest and learning outcomes. This study used a qualitative descriptive method and aimed to analyze students' learning interests through the application of visual learning media combined with the Problem Based Learning model in the science subject. The research subjects were 25 fourth grade students. The results showed that the combination of visual media in the form of images with the PBL model was effective in increasing students' learning interests. This improvement was characterized by five main aspects: students appeared happy during the learning process, were more active and involved, showed interest in the material, focused when the teacher explained, and had a strong motivation to learn. These findings prove that the use of appropriate learning strategies can create a more interesting and meaningful learning atmosphere for students.

Keywords: Interests, Visual Media, Problem Based Learning Model, IPAS

1. Introduction

Interest in learning is a strong tendency or desire within a person to pay attention, understand, and be actively involved in learning activities. This interest arises from a feeling of liking, attraction,

or drive from within oneself towards the subject matter or the learning process itself. According to Isnaini et al., (2023) interest in learning is a tendency towards something to feel happy, enthusiastic, pay attention and have a goal to achieve a goal. Furthermore, according to Ndraha et al., (2022) interest in learning is a strong desire for one's thoughts and attention to acquire knowledge and achieve an understanding of the scientific knowledge that is required.

Based on initial observations made by researchers in class IV of SDN 95/II Muara Bungo, researchers saw that the learning situation for students seemed less supportive. Many students appeared unenthusiastic about participating in lessons. They often made noise, daydreamed, slept in class, and even fought with their peers. The teacher had difficulty capturing their attention, as most students were more interested in playing than studying. Furthermore, teachers rarely use media and learning models when teaching, often relying solely on lecture methods, which easily leads to students becoming bored and disinterested in learning. This is evident in the students' lack of interest in learning and poor learning outcomes, which ultimately results in learning objectives not being achieved. These various factors contribute to students' low learning motivation at the school, which in turn leads to less than satisfactory academic performance.

According to Kustandi et al., (2021) visual media makes it easier for students to improve their memory of the material. Furthermore, visual media serves as a learning tool that can engage students' interest in learning activities. Furthermore, visual media can facilitate understanding, strengthen memory, foster students' interest in learning, and provide a connection between the material's content and the real world Zulkifli, (2018). Visual media can stimulate students' interest in learning by connecting the material they are learning with real-world situations. "Visual media is a teaching aid used by teachers in the learning process that students can experience through their senses (Pujilestari & Susila, 2020).

According to Sandi et al., (2024) Problem Based Learning not only increases interest in learning, but can also increase students' self-confidence. Through the process of problem solving and presentation of results, students feel more confident in their abilities, thus fostering a greater interest in being involved in learning. Furthermore, according to Hasanah, (2023) The advantage of the problem based learning model compared to the lecture method is that problem based learning requires students to be more active and think critically and work together in solving problems related to learning materials, thereby improving student learning outcomes and providing a significant impact compared to learning with the lecture method.
According to Prayoga, (2024) Problem Based Learning can increase students' interest in learning because by implementing this learning model, students will be fully involved in the process of searching for information and gaining knowledge from experience and developing the knowledge they already have. According to Ensuriati, (2023) problem-based learning models also impact students' learning interests. Therefore, researchers believe this model also has the potential to improve student learning outcomes.

Researchers chose visual learning media and the Problem-Based Learning approach as solutions to low student learning interest because both can make the learning process more engaging, relevant, and interactive. Visual media helps increase student engagement, while Problem-Based Learning (PBL) encourages students to remain active, think critically, and participate in contextual problem-solving.
Based on this background, the researchers were interested in conducting a study entitled "Analysis of Student Learning Interest Through the Use of Visual Learning Media with the Problem-Based Learning Model in Science Learning for Grade IV at SDN 95/II Muara Bungo."
The purpose of this study was to determine the extent to which the use of visual media and the PBL model can increase student learning interest in science learning.

2. Methods

This type of research is qualitative with a descriptive approach. Data were collected through observation, interviews, and documentation. Observations in this study were carried out systematically so that the data obtained were valid and accountable with the following steps: preparation of observation instruments, determining observation time, conducting observations, documenting observation results, and analyzing observation results. The subjects in this study were fourth-grade students at SDN 95/II Muara Bungo, where 9 students were selected as samples, the reason for choosing 9 students as samples was to represent three categories of learning abilities, namely; 3 students in the high category, 3 students in the medium category, 3 students in the low category. Data collection techniques were carried out through interviews. To ensure the accuracy of the instrument, validation was carried out through an expert validity approach. Data validity in this study used source triangulation. The data analysis technique in this study aimed to draw conclusions using Miles and Huberman's data analysis techniques, namely data reduction, data presentation, and conclusion drawing.

3. Result and Discussion

3.1. Result

The research was conducted at SD Negeri 95/II Muara Bungo on May 16, 2025 and May 27, 2025 regarding the analysis of students' learning interests through the use of visual learning media with a problem-based learning model in fourth-grade science lessons with a total of 25 students (12 boys & 13 girls). As for the initial conditions of interest in learning science before the research, researchers saw that students' learning conditions seemed less conducive, many students seemed unenthusiastic in following the lesson. They often made noise, daydreamed, slept in class and even fought with each other. The teacher who taught had difficulty attracting their attention, because most students were more interested in playing than studying. In addition, the teacher rarely used media and learning models when teaching, he only often used the lecture method, so that students

easily got bored and were not interested in following the learning. This can be proven by the lack of student interest in following the learning.

This study aims to examine students' learning interests comprehensively through the use of visual media and problem-based learning models in science learning, with a focus on five aspects of students' learning interests, namely: feelings of enjoyment, involvement in learning, interest in the subject matter, student attention, and willingness to learn. Science lessons are an integration of science and social studies concepts that aim to shape students' understanding of the natural and social environment as a whole. Science as an integrative subject requires an interesting, contextual, and active learning approach so that students have a high interest in learning.

Table 1. Summary of findings

No.	Observed Aspects	Findings
1.	Student attention	The students appeared focused during the lesson. However, one or two students were less focused on the teacher's explanation, such as daydreaming, drawing, and talking with their deskmates. However, the lesson progressed well because the teacher distracted these students using the visual learning materials provided.
2.	Student activity	Students are active when asking or answering questions from their teachers, but there are also those who are not, but the teachers always pay special attention to children who are less active and encourage them to dare to ask or answer questions.
3.	Enthusiasm	Students are very enthusiastic about participating in learning because there are visual learning media that attract their attention.
4.	Student involvement	Based on my observations in class, I saw that students were directly involved in the learning process, such as discussions and completing assignments assigned by their teachers. They also felt confident coming forward to present the results of their group discussions.
5.	Willingness to learn	With interesting learning from the teacher, it makes the students have a good desire to learn.

Based on the results of data collection obtained through interviews and documentation during the research activities, namely to find and collect the necessary data in depth with the resource person, namely class IV B students regarding student learning interests. The description of the research

results is in the form of a description compiled based on information obtained from the resource person. The following findings will be described by the researcher:

3.1.1. Having a sense of enjoyment

Based on interviews conducted in the field on May 16 and 27, 2025, regarding the feeling of enjoyment indicator, the researchers observed a difference between students' learning interests before and after using visual learning media and the problem-based learning model. When learning was conducted using visual media, students became active and enthusiastic in participating in the lesson. They also stated that they enjoyed learning with visual learning media. This was evidenced by videos of the lessons, recordings of interviews conducted by the researchers with students, and documentation. The following is a description of the interview results obtained from students:
P: Does your teacher's teaching style make you enjoy learning?
S: Yes, ma'am.
P: Does your teacher make learning interesting in class?
S: Yes, because they learn using pictures.

3.1.2. Student Involvement in Learning

Based on interviews conducted in the field on May 16 and 27, 2025, researchers found that learning using visual media and problem-based learning models can encourage students to actively participate in teaching and learning activities, for example by asking questions to their teachers, sharing their opinions, discussing with friends, and working together in groups. This is evidenced by videos of the lessons, recordings of interviews conducted by the researchers with students, and documentation. The following is a description of the interview results obtained from students:
P: Do you always ask your teacher questions about material you don't understand?
S: Yes.
P: Do you like group learning?
S: Yes, ma'am.

3.1.3. Interest in the Material Being Taught

Based on interviews conducted in the field on May 16 and 27, 2025, the researcher observed that fourth-grade students were highly interested in learning using visual media (images). They were very enthusiastic about learning and stated that they preferred learning using images because they felt they understood the material more quickly. This was evidenced by recordings of interviews conducted with students, videos of lessons, and documentation. The following is a description of the interview results obtained from students:
P: Has your teacher ever used media such as images or videos in the teaching and learning process?

S: Yes, but rarely.
P: Does your teacher explain the material in an engaging manner?
S: Yes.

3.1.4. Student Attention When the Teacher Delivers Material

Based on interviews conducted in the field on May 16 and 27, 2025, the researcher observed that the teacher's teaching was able to capture students' attention, allowing them to pay close attention to the teacher's explanations throughout the learning process. However, there were one or two students whose attention was still distracted by things outside of the lesson, such as daydreaming or drawing in their notebooks. However, the teacher had a way to help students who were less attentive regain their attention by paying more attention to the students and constantly asking them questions, for example, "El, do you understand? El, what was your friend's explanation earlier? Please explain!" This was evidenced by videos of the lesson, recordings of interviews conducted by the researcher with students, and documentation. The following is a description of the interview results obtained from students:
P: When your teacher explains the material, do you pay close attention?
S: Yes.
P: Do you ever feel bored in class?
S: Never.

3.1.5. Willingness to Learn

Based on interviews conducted in the field on May 16 and 27, 2025, researchers observed that fourth-grade students exhibited a strong willingness to learn when learning using visual media (pictures) and problem-based learning models. They stated that they enjoyed learning with pictures and working in groups. They also stated that the learning was enjoyable and not as boring as usual. This is evidenced by videos of the lessons, recordings of interviews conducted by the researchers with students, and documentation. The following is a description of the interview results obtained from students:
P: Do you like learning science? If yes/no, why?
S: Yes, because learning uses pictures.
P: Do you prefer learning using pictures or not?
S: Like using pictures

The data in this study were obtained through observations and documentation carried out during the research process, with the aim of collecting in-depth information regarding students' learning interests in science subjects through the application of visual learning media and the Problem Based Learning model, with the research subjects being class IV B students. The description of the

research results is in the form of a description compiled based on what the researcher found. The following are the findings that the researcher will describe:

3.1.1. Student Attention

Students appeared focused during the lesson. However, one or two students were less focused on the teacher's explanation, such as daydreaming, drawing, and talking with their deskmates. However, the lesson progressed well because the teacher diverted these students' attention using the visual learning media provided.

3.1.2. Student Activeness

Students are active when asking or answering questions from their teachers, but sometimes the opposite is true. Teachers always pay special attention to less active students and encourage them to ask or answer questions.

3.1.3. Enthusiasm

Students are highly engaged in learning because the visual learning media captures their attention.

3.1.4. Student Involvement

Based on my observations in class, I saw that students were directly involved in the learning process, such as discussions and completing assignments assigned by their teachers. They also dared to come forward to present the results of their group discussions.

3.1.5. Willingness to learn

Enjoying learning from teachers fosters a strong desire to learn.

3.2. Discussion

Based on the results of observations and interviews conducted with teachers and students on May 16 and 27, 2025, it was found that the learning interest of fourth grade students of SD Negeri 95/II Muara Bungo in science learning showed a good category when using visual learning media in the form of images combined with the Problem Based Learning model. This can be proven by the presence of videos during learning, interview recordings, observations made by researchers to students, and documentation that researchers did. However, the facilitator aspect of the teacher is a weak point that needs special attention. because in previous learning teachers rarely taught using learning aids for example such as visual learning media (pictures) so that learning was only fixated on books which made students feel bored in learning.

To create more engaging and meaningful science learning, teachers need to enhance their role as facilitators by providing varied learning resources, such as the use of visual learning media and problem-based learning approaches, to encourage students to be more active and enthusiastic in learning. With a holistic and adaptive approach, teachers can create an engaging science learning environment and increase student interest in learning. This is evident in increased student participation, enthusiasm for learning activities, and positive attitudes toward understanding science material.

Research conducted by Chaerunnisa Nabila Aulia & Bernard, (2021) shows that the student learning interest scale questionnaire has a percentage of 73.25. All data in this study were processed using Microsoft Excel to find the average for each learning interest indicator. Based on the research results, it appears that elementary school students' learning interest in mathematics learning using Scratch media is in the strong category.

The results of the same study by Rika Widianita, (2023) The results of this study indicate that students' interest in learning mathematics in 3 schools is in the good category with an average observation result of 68.24%. Factors that support students' interest in learning include encouragement to learn, guidance from teachers, a conducive learning atmosphere, and the availability of adequate learning tools and materials. The inhibiting factors for students' interest in learning are crowded classroom conditions, students have their own activities when the teacher explains the material.

Based on research findings obtained through interviews, observations, and documentation of class IV B students of SD Negeri 95/II Muara Bungo, it can be concluded that the integration of visual learning media in the form of images with the Problem Based Learning (PBL) model has proven effective in increasing students' interest in learning science subjects. This increase can be seen from five main aspects: students show a feeling of enjoyment while learning, are more active and involved in learning activities, have a high interest in the material, pay more attention when the teacher delivers the material, and have a good willingness to learn. Visual media plays a role in supporting students' understanding of learning materials, while the Problem Based Learning model encourages the development of critical thinking skills, collaboration, and problem solving that are relevant to real contexts.

Therefore, the combination of visual media with the Problem Based Learning model has proven effective in creating a fun, interactive, and meaningful learning atmosphere, and has made a significant contribution to increasing students' interest and learning outcomes.
There was a significant difference between the conditions before and after the study. Student interest in learning increased due to the more interactive, visual, and problem-based learning approach. This change reflects that selecting the right media and learning model significantly impacts the quality and outcomes of student learning, particularly in science lessons in grade IV B.

The synergy of visual media and problem-based learning models can increase student learning interest by making learning more engaging and active. Visual media helps students understand material clearly and engagingly, while problem-based learning encourages critical thinking through solving real-life problems. The combination of the two makes students more engaged and motivated in learning. The collaboration between visual media and problem-based learning approaches successfully creates a more lively and enjoyable learning experience, as well as fostering student interest and motivation.

4. Conclusion

Based on an analysis of student learning interest through the use of visual learning media combined with a problem-based learning model in fourth-grade science at SD Negeri 95/II Muara Bungo, it can be concluded that the application of visual media (images) in conjunction with the Problem-Based Learning (PBL) model has proven effective in increasing student interest in science.
This improvement is evident in five main aspects: students demonstrate enjoyment while learning, are more active and engaged in learning activities, demonstrate a high level of interest in the material, pay more attention during teacher presentations, and demonstrate a strong desire to learn. Visual media facilitates understanding of the material, while the PBL model encourages students to think critically, collaborate, and solve problems contextually.
Thus, the combination of visual media with the Problem-Based Learning model has been proven to create a fun, interactive, and meaningful learning environment, and significantly contribute to improving student interest and learning outcomes.
Suggestions for teachers include consistently utilizing visual media in the learning process to clarify concepts and capture students' attention, and routinely implementing the problem-based learning model to train students' critical thinking and problem-solving skills. Suggestions for future researchers are to conduct research with a larger number of subjects and different class ranges so that the results are more general and applicable.

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