



The Utilization of Digital Technology in Increasing Learning Interest of Students at SDN 62 Banda Aceh

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ABSTRACT

Increasing learning interest in SDN 62 Banda Aceh students is a concern for teachers. This research aimed to increase learning interest in SD Negeri 62 Banda Aceh students with the use of technology that can improve learning in students. The research uses a descriptive qualitative approach with a case study method. The results showed that the use of technology allowed students at SDN 62 Banda Aceh to explore topics that interest them, access educational resources, and develop a broader understanding of the world around them.

Keywords: *technology, digital technology, learning interest*

1. INTRODUCTION

Educational technology refers to the use of technological tools and applications to improve the learning and teaching process. It covers a wide range of hardware and software, from computers and tablets to online learning platforms and mobile applications. Educational technology is not only changing the way students access information, but it is also changing the way teachers deliver material, evaluate student progress, and interact in a learning environment. For teachers, educational technology opens up various opportunities to improve teaching effectiveness. They can leverage a variety of technology tools, such as interactive multimedia, virtual simulations, and adaptive learning software, to create more engaging and relevant learning experiences for students. Meanwhile, technology also allows teachers to personalize learning according to individual student needs, provide faster feedback, and access a wider range of educational resources online. By making effective use of educational technology, teachers can create a dynamic learning environment and motivate students to reach their full potential.

The problem that occurs to students of SDN 62 Banda Aceh is that they experience difficulties in participating in learning and participating in interactive tasks as well as obstacles and challenges in the digital era so that they are unable to compete with other schools. At SDN 62 Banda Aceh, the implementation of digital technology is a relatively new initiative. Therefore, it is necessary to investigate how this integration influences students' learning interest and what digital strategies are perceived as effective by both teachers and students. This study aims to explore the utilization of digital technology in the teaching-learning process at SDN 62 Banda Aceh and analyze its impact on enhancing students' interest in learning.

2. METHODS

This research employed a qualitative descriptive method to explore how digital technology is utilized to enhance students' learning interest at SDN 62 Banda Aceh. The study aimed to gain in-depth insights into the integration of digital tools in the teaching and learning process and how these tools influence students' engagement and motivation. The subjects of this study were teachers and students from SDN 62 Banda Aceh. Specifically, the research focused on teachers who had implemented digital technology in their classrooms and students from grades IV to VI who actively participated in technology-supported learning activities. The data were collected through the following techniques: (a) Observation – to directly observe the learning process and the use of digital technology during classroom activities. (b) Documentation – analysis of teaching materials, digital content used, and students' learning outcomes related to technology-supported lessons.



3. RESULTS & DISCUSSION

This research was conducted to examine the impact of the application of technology use in schools with the emergence of technology in SD Negeri 62 Banda Aceh. With the use of technology at SDN 62 Banda Aceh through several projects that foster student enthusiasm, it is not in place. The results of observations have increased compared to before the use of technology at SDN 62 Banda Aceh.

Table 1. Observation Results of the Use of Technology in Learning

Before	After
40%	90%

From the Table1, it is clear that the comparison before the use of technology in students' learning interests was 40% or a total of 10 children who were interested in learning while the other 20 were not interested in learning anymore because they felt bored and disconnected. This is proof that technology can increase students' interest in learning at SDN 62 Banda Aceh.

Learning interest is a key factor that drives students to engage actively in the learning process. According to Schiefele (2009), interest enhances students' attention, persistence, and academic performance. However, traditional teaching methods often fail to capture the curiosity of digital-native students who are accustomed to interactive and multimedia-rich environments. In response, the use of digital technologies—such as educational games, videos, online quizzes, and interactive platforms—has become increasingly important in addressing these challenges (Almarzooq, Lopes, & Kochar, 2020).

Research shows that the appropriate use of digital technology in the classroom can foster a more engaging learning environment and stimulate students' motivation to learn (Gilakjani, 2017). For example, interactive learning platforms such as Kahoot!, Google Classroom, and Edmodo have been found to increase student participation and enjoyment during lessons (Wang, 2015). These tools offer various features that support differentiated instruction, collaborative learning, and instant feedback, which are essential in promoting student interest and active involvement.

4. CONCLUSION

The application of the use of technology carried out on students of SDN 62 Banda Aceh is able to have a positive impact and increase children's interest in learning so that they can compete with other school students.

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