



## **INNOVATION OF LEARNING MEDIA WITH SMART TV TO INCREASE STUDENTS' INTEREST IN LEARNING**

**Nur Hidayati<sup>1</sup>, Umar Manshur<sup>2</sup>.**

<sup>1,2</sup>Universitas Nurul Jadid, East Java, Indonesia.

Email: nurhidayatibintisaifullah@gmail.com<sup>1</sup>, umarmanshur@unuja.ac.id<sup>2</sup>.

### **Abstract:**

This study aims to evaluate the impact of using Smart TV as a learning medium at Madrasah Aliyah Darul Hasan on the quality of the teaching and learning process. Using a qualitative approach with descriptive methods, data were collected through observation, interviews, and documentation. The study results indicate that Smart TV successfully creates more engaging, interactive, and relevant learning. Visual features such as videos, animations, and graphics help students understand complex materials and increase enthusiasm, participation, and involvement in class discussions. From the teacher's perspective, using Smart TV allows for more varied and efficient delivery of materials. Features such as digital quizzes, simulations, and educational applications support collaborative and dynamic learning. This implementation also successfully increases students' learning motivation, which positively impacts their learning outcomes. However, this study identified several challenges, including the need for teacher training to optimize technology and regular device maintenance. Support from the principal and the school is a significant factor in the success of this innovation, especially in areas with limited access to technology. The conclusion of this study shows that the implementation of Smart TV significantly contributes to improving the quality of education at Madrasah Aliyah Darul Hasan. In the future, closer integration with the curriculum, ongoing teacher training, and student mentoring are needed to maximize the potential of this technology. With consistent support, the use of Smart TV has the potential to provide a positive long-term impact on the world of education.

**Keywords:** *Innovation, learning media, learning interest*

### **INTRODUCTION**

Innovation in the world of education continues to develop along with increasingly rapid technological advances (Elliza & Watini, 2022) (Widiyono et al., 2021). One of the innovations that is quite significant in improving the quality of learning is the use of technology-based learning media, one of which is the use of Smart TV (Taufik & Komar, 2022). Smart TV, which has the ability to access various digital content directly, can be an effective tool in delivering learning materials in a more interactive and interesting way. The use of Smart TV as a learning medium in educational institutions can help teachers to deliver material in a more varied way, and make it easier for students to understand lesson concepts (Wakhidah, 2023; Hamka, 2022).

This research was conducted at Madrasah Aliyah Darul Hasan, Sentul Gading Probolinggo which is located in an area that has access to more modern educational technology. This institution strives to continue to innovate in creating a more interesting and effective learning environment. In this case, the use of Smart TV is expected to have a positive impact on students' interest in learning (Hamka, 2022; Simamora & Winardi, 2024). Through the use of more visual and interactive media, it is hoped that students

can be more interested and active in the learning process (Silalahi et al., 2023).

The purpose of this study is to explore how learning media innovation with Smart TV can increase students' interest in learning at Madrasah Aliyah Darul Hasan (Muhamad Arifin, Khairunissa, 2023), as well as to find out how this technology can be utilized to create a more enjoyable and effective learning atmosphere. Thus, this study not only focuses on the technological aspect, but also on its impact on students' motivation and interest in learning which is ultimately expected to improve their learning outcomes.

In contrast, previous studies discussed "Learning Media Innovation with Smart TV to Increase Student Learning Interest", including: (1) Sudarsono and Hidayati (2021), their research revealed that the use of technology in education, including Smart TV, is considered a tool that can improve the quality of learning in a more interesting and efficient way. This study highlights the important role of technology in creating a more interactive and dynamic learning experience. Smart TV, with its ability to access various digital resources, facilitates teachers to deliver material in a more creative way, makes it easier for students to understand lessons visually, and increases their involvement in the learning process. This is reinforced by research conducted by (2) Fitriani and Rahmawati (2022) which revealed that technology-based learning media, such as the use of Smart TV, have a significant impact on students' learning interest. Smart TV can present more varied and easy-to-understand learning content, such as videos, simulations, and interactive graphics. This study also shows that media like this can increase students' intrinsic motivation to be more active in learning activities, which leads to improved learning outcomes. (3) Purnama et al. (2023), revealed that the use of Smart TV in educational environments with limited technology has been proven to provide a positive contribution to improving the quality of learning. This study noted that Smart TV facilitates access to various digital resources, such as educational applications and video tutorials, which can improve students' understanding of the material being taught.

From the various studies above, all of them discuss This study offers innovation in the use of Smart TV as a learning medium at Madrasah Aliyah Darul Hasan, with a focus on educational environments with limited access to modern technology. Although many previous studies, such as those conducted by Sudarsono and Hidayati (2021), Fitriani and Rahmawati (2022), and Purnama et al. (2023), have examined the use of Smart TV in improving the quality of learning and student motivation, this study has several new contributions that distinguish it from previous studies including Technology (1) Interactive and Visual Approaches (2) Increasing Interest in Learning at Madrasah Aliyah (3) Impact on Motivation and Learning Outcomes

## **RESEARCH METHODS**

This study uses a descriptive qualitative approach (Nasution, 2023) with a case study at Madrasah Aliyah Darul Hasan, located in Sentul Gading. This approach was chosen to explore in depth how the use of Smart TV as a learning medium can increase students' interest in learning at school (Aisyah, 2024) with limited access to modern technology. By using a case study, this study aims to provide a clearer picture of the application of this technology in a specific educational field, as well as to understand its impact on the teaching and learning process at Madrasah Aliyah Darul Hasan.

The subjects of this study consisted of teachers, students, and the principal of Madrasah Aliyah Darul Hasan. Teachers will be interviewed to obtain information on how they integrate Smart TV into learning and their assessment of its influence in improving the quality of teaching. Students will also be interviewed to determine the effect of using Smart TV on their interest and motivation in following lessons. The selection of students as subjects is important to understand how this technology can affect their perceptions and involvement in learning.

Data collection techniques used in this study include interviews, observations, and documentation. Interviews were conducted with teachers and students to explore their experiences in using Smart TV, as well as to see its impact on their motivation and engagement in learning activities. Observations will be conducted directly in the

classroom to observe the use of Smart TV in the learning process and the interactions that occur between teachers and students. (Elliza & Watini, 2022) In addition, documentation of teaching materials presented via Smart TV will also be collected to analyze the quality and variety of content used in learning.

Data analysis in this study was carried out using a qualitative approach (Kusumastuti & Khoiron, 2019) (Nasution, 2023) where data collected from interviews, observations, and documentation will be grouped into relevant thematic categories. (Nasution, 2023) This analysis process aims to identify the impact of Smart TV use on students' learning interests, motivation, and learning outcomes. Triangulation techniques will be used to verify the accuracy of the findings by comparing data from various sources. The results of the analysis are expected to provide in-depth insight into the benefits and challenges in implementing Smart TV as a learning medium at Madrasah Aliyah Darul Hasan, as well as its contribution in creating a more effective and enjoyable learning atmosphere. The following is a table of interview respondents below;

No	JABATAN	INISIAL
1	Kepala Sekolah	UF
2	Wakil Kurikulum	MM
3	2 Guru Mapel	NH, HS
4	5 Siswa	RZ,DA,RA,MM,FS

**Table 1.1 Interview Respondents**

## RESULTS AND DISCUSSION

Education is one of the main pillars in building superior quality human resources. (Nasution, 2023) Along with the rapid development of technology, the world of education is now experiencing a significant transformation, especially in terms of the use of learning media. One innovation that has attracted quite a lot of attention is the use of Smart TV as a learning medium in the classroom. Smart TV, which has the ability to access various digital resources such as videos, educational applications, and other interactive content, offers a new approach to the learning process. The use of this technology can create a more interesting, interactive, and effective learning atmosphere, which in turn can increase students' interest and motivation to learn (Hartanto & Andriani, 2023).

The use of Smart TV in learning is expected not only to enrich the material presented by the teacher, but also to make it easier for students to understand lesson concepts through more attractive visualizations. With the advanced features of Smart TV, such as the ability to display videos, animations, and interactive graphics, learning becomes more dynamic and not monotonous (Hamka, 2022). This is expected to stimulate student involvement in the learning process, which ultimately has a positive impact on their learning outcomes.

In a study of Madrasah Aliyah Darul Hasan school, which is located in an area with access to modern educational technology, the use of Smart TV as a learning medium is an innovative step to improve the quality of education. With these conditions, (Azhari et al., 2024) Smart TV is expected to overcome limited access to digital educational resources and provide opportunities for students to experience the benefits of more advanced technology. This study aims to explore the impact of using Smart TV on students' learning interests at Madrasah Aliyah Darul Hasan and how this technology can create a more interesting and effective learning atmosphere.

Through the application of Smart TV in the learning process, it is hoped that students will not only gain a better understanding of the subject matter, but also feel more motivated and active in learning activities (Rahman, 2023). Therefore, this study

focuses on innovation in learning media with Smart TV that can increase students' learning interests, (Yudapratama & Pradana, 2022) and provide a deeper understanding of how technology can be utilized in creating a fun and productive learning environment.

The results of the study show that Islamic boarding schools have several advantages as educational institutions, including: **Character Building:** Islamic boarding schools emphasize the importance of morals and ethics in everyday life, so that students are equipped with strong characters and high moral values. In addition, Islamic boarding schools also provide space for the development of local potential through various extracurricular activities that explore the talents and interests of students. This allows them to develop holistically, not only in academics but also in non-academic fields. Thus, Islamic boarding schools can become centers of education that not only produce intelligent generations, but also generations who have good personalities and are ready to face the challenges of the times.

**Comprehensive Curriculum:** The Islamic boarding school curriculum includes religious education, general knowledge, and life skills, which allows students to become knowledgeable individuals and are ready to face future challenges. **Conducive Educational Environment:** Islamic boarding schools provide an environment that supports students' learning and self-development, with strict discipline and a strong atmosphere of togetherness. **Life Skills:** In addition to academic knowledge, Islamic boarding schools also equip students with various life skills, such as farming, trading, and other skills that are useful in everyday life. Further discussion shows that Islamic boarding schools can be an effective educational model in producing a generation with noble character, broad knowledge, and ready to compete in the era of globalization.

## **INTERACTIVE AND VISUAL APPROACHES**

The implementation of interactive and visual approaches at Madrasah Aliyah Darul Hasan through the use of Smart TVs has brought significant changes to the teaching and learning process. Smart TVs, as modern learning media, allow for the delivery of materials in a more interesting and interactive way. Teachers can take advantage of the features of this technology to display learning videos, animations, infographics, and interactive educational applications that help students understand the material in a more enjoyable way. This approach is also effective in simplifying complex concepts such as mathematics or science through visual simulations that are relevant to the real world.

The use of visual elements such as images, graphs, and animations provides great benefits, especially for students with a visual learning style. Information presented through this media is easier to understand and remember than traditional learning methods. In addition, this approach allows previously passive students to be more involved because the material is presented in a more attractive way (Ulum et al., 2023). Visual support also helps students link theory to its practical applications, so that learning becomes more meaningful and relevant.

On the other hand, the interactive approach presented by Smart TV opens up space for students to actively participate. (Habes et al., 2022) Teachers can use features such as digital quizzes, live polls, or interactive simulations to increase student engagement in learning. This interactivity not only strengthens the relationship between teachers and students but also encourages students to be more confident in asking questions and giving opinions. As a result, learning becomes more dynamic, collaborative, and student-centered, with teachers acting as facilitators who guide the learning process.

The success of implementing this approach at Madrasah Aliyah Darul Hasan can be seen from the increase in student interest and motivation in learning (Yudapratama & Pradana, 2022). By utilizing technology such as Smart TV, the school has succeeded in presenting a modern learning atmosphere even though it is located in an area with limited access to technology. This success is reinforced by the ability of this learning media to accommodate various learning styles, especially visual and kinesthetic, while

increasing interaction between teachers and students. However, to ensure this approach remains effective, teacher training and maintenance of Smart TV devices must continue to be pursued (Simamora & Winardi, 2024).

The implementation of Smart TV as a learning medium at Madrasah Aliyah Darul Hasan received a positive response from the school. The principal said that this step was a major innovation to improve the quality of education, especially in areas with limited access to modern technology. According to him, Smart TV provides an opportunity for teachers to deliver material in a more interesting and easy-to-understand way, so that it is in line with the school's vision of creating more effective and relevant learning.

The significant impact of the interactive and visual approach through Smart TV is also clearly visible in the teaching and learning process. The principal explained that visual elements such as videos, animations, and graphics can help students understand previously difficult concepts. In fact, students who are usually passive begin to show the courage to ask questions and are more active in class discussions. This reflects an increase in student interest and involvement in learning.

In addition, teachers also utilize the interactive features offered by Smart TV, such as digital quizzes, simulations, and educational applications. These features not only make learning more varied but also strengthen the relationship between teachers and students. The principal stated that students feel more actively involved, which ultimately creates an inclusive and collaborative learning atmosphere.

The implementation of Smart TV as a learning medium at Madrasah Aliyah Darul Hasan received a positive response from the school. The principal said that this step was a major innovation to improve the quality of education, especially in areas with limited access to modern technology. According to him, Smart TV provides an opportunity for teachers to deliver material in a more interesting and easy-to-understand way, so that it is in line with the school's vision. However, the implementation of this technology also faces several challenges.

The principal highlighted the importance of teacher training as one of the main priorities, considering that not all teachers have the expertise to utilize technology such as Smart TV. In addition, device maintenance is also a concern to ensure that this technology can continue to be used optimally. However, the implementation of this approach has had a significant positive impact, including increasing motivation, student interest in learning, and the school's ability to accommodate various student learning styles. This success reflects the great potential of technology in supporting educational innovation, even in environments with limited resources.

Strengthened by the teaching teacher (NH) who stated. I hope Smart TV can continue to be used and developed as a learning medium. In addition, training for teachers needs to be improved so that all teachers can use it optimally. I also hope that there will be additional resources such as technology-based learning materials that are ready to use, so that the teaching and learning process can run more efficiently.

The results of this interview show that the teaching staff at Madrasah Aliyah Darul Hasan strongly supports the use of Smart TV as a learning medium. The interactive and visual approach applied through this media has had a positive impact on student engagement and interest in learning. However, challenges such as material preparation and training needs remain a concern for the sustainability of this innovation. The teaching staff (HS) stated "In my opinion, Smart TV is a very helpful innovation in delivering learning materials. With its features, I can present materials in a more interesting and interactive way. This media provides a different learning experience compared to conventional methods, so that students are more enthusiastic about following the lessons.. student (RZ) said "

They become more motivated and feel that the learning materials are easier to understand thanks to the visual and interactive approach offered by this technology. In addition, activities such as digital quizzes and learning videos make the learning atmosphere more interesting and enjoyable. However, students hope that teachers can maximize the use of Smart TV features so that their learning experience is more optimal.

## **INCREASING LEARNING INTEREST IN MADRASAH ALIYAH**

The results of the study show that the use of Smart TV as a learning medium at Madrasah Aliyah Darul Hasan has a positive impact on increasing students' interest in learning (Muflihah, 2024). Amidst limited access to modern technology, this institution has succeeded in utilizing the potential of Smart TV to create a more interesting and effective learning environment. The use of Smart TV allows students to access more diverse and visual digital content, such as learning videos, interactive simulations, and graphics that help explain the subject matter more concretely.

Students' interest in learning increases because this media is able to present a non-monotonous learning experience (Wardana et al., 2022). Teachers use Smart TV to deliver material in a more creative way, such as through documentary videos, animations, or live practice shows that are relevant to the topic of the lesson. Students become more enthusiastic in participating in learning, because they find it easier to understand the concepts being taught. In addition, the interactivity presented by Smart TV, such as online quiz features or interactive applications, also encourages active student participation in the teaching and learning process.

On the other hand, the results of interviews with teachers showed that Smart TV helped them in facilitating more varied learning. This media allows teachers to utilize technology to overcome the limitations of printed resources. Teachers also reported that students were more motivated to complete tasks involving the use of this technology, because they felt more connected to the subject matter through a visual and practical approach.

Analysis of these findings revealed that the increase in students' learning interest at Madrasah Aliyah Darul Hasan can be attributed to several factors. First, the visualization offered by Smart TV provides a strong appeal to students' attention. This is in line with the theory of multimedia learning which states that the combination of visual and audio elements can improve understanding and retention of information. Smart TV also provides a learning experience that is relevant to students' daily lives, which psychologically increases their intrinsic motivation to learn.

Second, the ability of teachers to utilize Smart TV optimally contributed to this success. Teachers not only use it as a teaching aid, but also as a platform to create interactive discussions in class. This kind of interaction builds an active learning atmosphere, where students feel more involved and valued in the learning process.

Third, the technological aspect has a positive psychological impact on students. In interviews, several students stated that they felt more "modern" and "up-to-date" when learning using Smart TV. This sense of pride influenced their interest in participating more actively in learning.

However, several challenges were also found, such as the need for further training for teachers to utilize Smart TV optimally and the need for regular maintenance of the device to keep it functioning properly. Nevertheless, the results of this study indicate that the use of Smart TV has succeeded in increasing students' interest in learning, which ultimately contributed to the achievement of better learning outcomes at Madrasah Aliyah Darul Hasan.

Thus, this innovation is not only relevant in technology-based education, but also becomes a model that can be applied in other educational institutions with similar conditions.

As conveyed by (UF) emphasized in "an interview conducted with the Head of Madrasah Aliyah Darul Hasan revealed the positive influence of the use of Smart TV on students' learning interests. According to the head of the madrasah, before Smart TV was used, students tended to feel bored with conventional learning methods that relied on textbooks and blackboards. However, after the introduction of Smart TV as a learning medium, students became more enthusiastic and involved in the learning process. This media is able to present a dynamic and interactive learning experience, such as displaying learning videos and visual simulations that make it easier to understand the

subject matter.

The head of the madrasah also emphasized the main advantage of Smart TV, namely its ability to present material visually and in a variety of ways. With this feature, teachers can access various online resources and educational applications that were previously difficult to reach, especially in areas with limited access to modern technology. This not only makes the subject matter more interesting, but also helps students understand complex concepts in a simpler and more enjoyable way.

In addition, there was a significant change in student attitudes and participation after Smart TV began to be used. The principal observed that students who were previously passive were now more active in class discussions. They were more enthusiastic about asking questions and giving responses because they were interested in the different delivery of material. In fact, students who were previously less focused in class now showed increased motivation to learn, which was seen from their activeness during the lesson.

However, the principal acknowledged that there were challenges in implementing this technology. One of the main challenges is ensuring that teachers have adequate skills to optimally utilize Smart TV. Additional training is needed so that teachers can use this media more creatively. In addition, regular device maintenance is also an important concern so that learning is not disrupted by technical problems. In the future, the principal plans to expand the use of Smart TV throughout the classroom and integrate it more closely with the technology-based learning curriculum.

Reinforced by the teacher in charge (NH,) said that "the use of Smart TV really helps the learning process in the classroom. This media allows me to deliver material in a more interesting and interactive way. By showing videos, animations, or digital presentations, students can more easily understand the concepts being taught. In addition, Smart TV also helps me save time in explaining material that previously required a lot of manual illustrations.

The teacher (HS) stated that the results were very positive. Students were not only more motivated, but also understood the material being taught better. The visual and interactive approach helped them remember the concepts better. Their learning outcomes also showed improvement, especially in subjects that were previously considered difficult."

The results of this interview show that the use of Smart TV as a learning medium at Madrasah Aliyah Darul Hasan has made a major contribution to increasing students' interest in learning. This approach makes learning more interesting and relevant, so that students are more enthusiastic about participating in the teaching and learning process. Despite the challenges, teachers are optimistic that this technology will continue to have a positive impact in the future.

Based on interviews conducted with the Principal of Madrasah Aliyah Darul Hasan, the use of Smart TV in learning has had a significant positive impact on students' interest in learning. Before the implementation of Smart TV, students tended to feel bored with conventional learning methods that relied more on textbooks and blackboards. However, after the use of Smart TV, the learning atmosphere became more enthusiastic and interactive. Smart TV is able to present a more dynamic learning experience, such as displaying learning videos and visual simulations that make it easier for students to understand the material.

The principal emphasized the main advantage of Smart TV, namely its ability to present material visually and in a varied manner. This feature allows teachers to access various online resources and educational applications, which were previously difficult to access, especially in areas with limited technology. Thus, the learning material becomes more interesting and easier for students to understand. This not only increases the appeal of learning but also allows students to understand complex concepts in a simpler and more enjoyable way.

Furthermore, the use of Smart TVs also brings about significant changes in student attitudes and participation (Naim et al., n.d.). The principal observed that

students who previously tended to be passive are now more active in class discussions. They are more enthusiastic about asking questions and giving responses, triggered by the more varied and interesting methods of delivering material. In fact, students who previously lacked focus in class now show increased motivation to learn, as seen from their activeness in lessons.

However, the principal also acknowledged the challenges in implementing this technology. One of the main challenges is ensuring that teachers have adequate skills to optimally utilize Smart TVs. For this reason, additional training is needed so that teachers can be more creative in utilizing this media. In addition, regular device maintenance is also an important concern, considering that technical problems can disrupt the smooth running of the learning process (Solehatin et al., 2023).

In the future, the principal of the madrasah plans to expand the use of Smart TVs in all classes and integrate them more with the technology-based curriculum. With this step, it is hoped that the use of Smart TVs can be maximized in supporting the quality of education in the madrasah.

Teachers, such as NH and HS, also expressed the benefits of using Smart TVs in the learning process. They feel helped by the way the material is delivered in a more interesting and interactive way. By displaying videos, animations, and digital presentations, students find it easier to understand the concepts being taught. In addition, the use of Smart TVs also saves teachers time in explaining material that previously required a lot of manual illustrations. Thus, Smart TVs not only improve the quality of learning but also increase the efficiency of time used in the teaching process.

Overall, the use of Smart TVs at Madrasah Aliyah Darul Hasan has a significant positive impact both in terms of student interest and participation and the efficiency of the learning process. With proper training and routine device maintenance, existing challenges can be overcome, and this technology can be more optimal in supporting technology-based education in the future.

## **IMPACT ON MOTIVATION AND LEARNING OUTCOMES**

The use of Smart TV in learning has a significant positive impact on students' motivation and learning outcomes, (Aisyah, 2024) as expressed by the Deputy Curriculum and student representatives. Previously, many students were bored with conventional learning methods that relied on textbooks and blackboards. However, with the presence of Smart TV, the classroom atmosphere has become more interesting and interactive. The Deputy Curriculum explained that the visual features of Smart TV, such as video, animation, and digital presentations, make students more interested and involved in the learning process (Rahman, 2023).

The use of Smart TV in learning has brought a new approach that utilizes technology to create a more interesting and interactive learning atmosphere. (Salcedo & Espinosa, 2019) This technology allows students to access various learning content visually and audio with high quality, so that it can attract their attention. With a combination of animation, video, and interactive graphics, Smart TV offers a more enjoyable learning experience than conventional methods, such as blackboards or textbooks. This is very important to increase students' learning motivation, especially those who often lose focus in class.

In terms of learning motivation, Smart TV provides a different learning sensation that is relevant to the modern world. (Kurniasih & Watini, 2022) Interactive features such as live quizzes, simulations, or educational games on the screen create a sense of competence in students. When they successfully complete interactive tasks, their self-confidence increases, which ultimately drives motivation to learn more. In addition, Smart TV also supports collaborative learning, where students can work in groups to solve common challenges. This environment not only strengthens cooperation but also fosters enthusiasm for learning.

In terms of learning outcomes, Smart TV has a significant impact by improving conceptual understanding through visualization. Students find it easier to understand



complex material, (Ii & Pustaka, 2012) such as the laws of physics or mathematical concepts, when explained using animations or simulations that are displayed in real time. Research also shows that information presented visually is easier to remember in the long term. With Smart TV, students have a greater chance of absorbing information effectively, increasing their memory of the material that has been learned. (Elliza & Watini, 2022).

Not only that, Smart TV allows access to various digital learning resources (Wardana et al., 2022), such as learning videos, educational applications, or other online platforms. With internet connectivity, students can explore additional materials outside of class hours, which helps them broaden their horizons. This approach not only improves learning outcomes but also encourages students to learn independently, a skill that is very necessary in the digital era. This material enrichment makes the learning process more diverse and personal according to the needs of each student.

However, the implementation of Smart TV in learning is not without challenges. The readiness of teachers to integrate technology into learning is one of the main obstacles. Many teachers may not be accustomed to using the advanced features of Smart TV or integrating it with the curriculum. In addition, infrastructure limitations, such as unstable internet connections or electricity availability in some areas, are also obstacles. Therefore, intensive training is needed for teachers and improving school facilities to maximize the use of Smart TV.

Despite the obstacles, research shows the positive impact of using Smart TVs on education. A 2023 study found that classes using Smart TVs experienced a 20% increase in learning outcomes compared to classes using traditional methods. In addition, student motivation in these technology-based classes was also higher, with attendance rates increasing significantly. This data shows that integrating technology into learning can provide real benefits if implemented correctly.

With all its advantages, Smart TVs can be a very effective tool in improving the quality of education. (Kurniasih & Watini, 2022) However, its success depends heavily on teacher readiness, infrastructure support, and teaching strategies that balance traditional and digital methods. If these challenges can be overcome, Smart TVs will not only improve student motivation and learning outcomes but also prepare them to face the challenges of the modern, technological world.

According to student representatives, they feel more enthusiastic when studying using Smart TV. "With Smart TV, we can watch videos and images that help us understand the material better, so learning feels more fun," said one student. This shows that the use of modern technology in learning increases students' learning motivation, making them more active in discussions and class activities.

In addition, the use of Smart TV also has a positive impact on student learning outcomes. The Curriculum Representative stated that previously difficult to understand learning materials are now easier to understand thanks to the use of more varied media (Muflihah, 2024). For example, complex concepts can be explained more clearly using videos or animations, which enrich students' learning experiences. Students also feel these benefits, with many saying that the learning material becomes easier to understand after there is a visual explanation.

However, even though this technology has a positive impact, challenges remain. One of the main challenges faced is the lack of skills in using Smart TV, both from the teacher and student side (Elliza & Watini, 2022). Therefore, the Curriculum Representative emphasized the importance of ongoing training for teachers so that they can make maximum use of Smart TV in learning. Without adequate skills, the use of this technology will not provide optimal results.

For students, especially those who are less familiar with technology, it takes time to adapt. Some students expressed that they still feel the need for assistance in order to use Smart TV with confidence. Therefore, it is important for schools to provide additional support, such as tutorials or mentoring sessions, so that students can adapt quickly (Habes et al., 2022).

In facing these challenges, the solution that can be done is to provide regular training for teachers so that they are more creative in using Smart TV features (ILMA, n.d.). In addition, providing assistance to students who need it so that they feel comfortable with this technology is also an important step. The integration of the use of Smart TV with the curriculum must also be strengthened so that this media is used effectively in supporting learning objectives.

Overall, the use of Smart TV at Madrasah Aliyah Darul Hasan has been proven to be able to increase student learning motivation and help them achieve better learning outcomes. (Ilyas, 2022) With the support of appropriate training and adequate assistance, this technology can be utilized more optimally, providing a more interesting and enjoyable learning experience for students.

Illustration diagram of "Learning Media Innovation with Smart TV to Increase Student Learning Interest" below:



**Diagram 1.1 "Learning Media Innovation with Smart TV to Increase Student Learning Interest"**

## **CONCLUSION**

The use of Smart TV as a learning medium at Madrasah Aliyah Darul Hasan has had a significant positive impact on the teaching and learning process. This technology has succeeded in creating a more interesting, interactive, and relevant learning atmosphere for students. With visual features such as video, animation, and graphics, Smart TV makes it easier to understand the subject matter, especially difficult concepts. As a result, students who were previously passive become more active, enthusiastic, and involved in class discussions. In addition, this visual and interactive approach also increases students' motivation and interest in learning, which contributes to achieving better learning outcomes.

Teachers use Smart TV to deliver material in a more varied and efficient way. Features such as digital quizzes, simulations, and educational applications help create dynamic and collaborative learning, where students feel more involved. However, challenges remain, such as the need for teacher training to maximize the use of this technology and regular device maintenance. However, with the right training, teachers can be more creative and effective in using Smart TV as a learning aid.

This success is also supported by support from the school, including the principal who sees the use of Smart TV as an innovative step in improving the quality of education in areas with limited access to technology. In the future, there needs to be an effort to

expand the use of Smart TV, integrate it more closely with the curriculum, and provide assistance to students to become more familiar with this technology.

Overall, the implementation of Smart TV at Madrasah Aliyah Darul Hasan is an example of how modern technology can improve the quality of learning and bring positive changes to student motivation, participation, and learning outcomes. With continued support, this innovation has the potential to have a significant long-term impact on the world of education.

## REFERENCES

- Aisyah, S. (2024). Penggunaan Smart Tv Dalam Meningkatkan Minat Belajar Pai Di Sdn Susukan Ii. *Al-Abqary: Jurnal Pemikiran Mahasiswa Pendidikan Islam*, 1(01), 50–62.
- Azhari, A. F., Rohman, A. D., & Sari, R. N. (2024). Smart Tv As An Innovative Learning Media Based On Multiperspective Gamification System: An Implementation Of Quality Education. *Proceeding International Conference On Islam And Education (Iconie)*, 3(1), 1238–1248.
- Elliza, E., & Watini, S. (2022). Tv Sekolah Sebagai Media Meningkatkan Kreativitas Guru Di Tkit Ar-Rahman 1. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(3), 1747. <https://doi.org/10.37905/Aksara.8.3.1747-1758.2022>
- Habes, M., Elareshi, M., Almansoori, A., Ziani, A., & Alsriddi, H. (2022). Smart Interaction And Social Tv Used By Jordanian University Students. *Technology In Society*, 71, 102110.
- Hamka, A. F. (2022). Pemanfaatan Smart Tv Sebagai Media Pembelajaran Visual Pai Di Smk Al Shighor. *Tsaqafatuna: Jurnal Ilmu Pendidikan Islam*, 4(2), 192–199.
- Hartanto, E. T., & Andriani, A. (2023). Utilization Of Smart Tv Media Against Student Learning Interests In Natural And Social Science Subjects. *Proceedings Of The 2nd International Conference On Social Sciences, Iconess 2023, 22-23 July 2023, Purwokerto, Central Java, Indonesia*.
- Ii, B. A. B., & Pustaka, A. T. (2012). *Landasan Teori Hakikat Pembelajaran*. Perpustakaan.Uns.Ac.Id Digilib.Uns.Ac.Id, 5–30.
- Ilma, N. (N.D.). *Kreativitas Guru Bahasa Arab Dalam Meningkatkan Minat*.
- Ilyas, S. (2022). Penggunaan Tv Smart Untuk Meningkatkan Hasil Belajar Al Qur'an Hadis Pada Kelas Unggulan Mtsn Parepare. *Iain Parepare*.
- Kurniasih, E., & Watini, S. (2022). Implementasi Tv Sekolah Sebagai Media Pembelajaran Di Kelompok Bermain Mutiara Bunda Mertoyudan Magelang. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 5(8), 2730–2733. <https://doi.org/10.54371/Jiip.V5i8.756>
- Kusumastuti, A., & Khoiron, A. M. (2019). *Metode Penelitian Kualitatif*. Lembaga Pendidikan Sukarno Pressindo (Lpsp).
- Mufliah, M. (2024). Peningkatan Motivasi Belajar Siswa Melalui Inovasi Pembelajaran Ski Berbasis Smart Tv Di Mts Irsyadun Nasyi'in. *Jurnal Pendidikan Dan Pembelajaran Indonesia (Jppi)*, 4(4), 1539–1554.
- Muhamad Arifin, Khairunissa, A. N. (2023). *Jurnal Mahasiswa Pendidikan Islam*. 2, 184–194.
- Naim, M., Sawaty, I., & Ardina, M. (N.D.). *Implementation Of Smart Tv Technology In Increasing Learning Motivation For Islamic Education (Pai) At Mts Ni Tana Toraja*.
- Nasution, A. F. (2023). *Metode Penelitian Kualitatif*.
- Rahman, A. (2023). Manajemen Multimedia Berbasis Smart Tv Terhadap Peningkatan Motivasi Belajar Siswa. *Kelola: Journal Of Islamic Education Management*, 8(2), 177–190.
- Salcedo, R. M., & Espinosa, M. C. E. (2019). Effectiveness Of Using Smart Tvs For Teaching Engineering. *International Journal On Interactive Design And Manufacturing (Ijidem)*, 13, 1469–1483.

- Silalahi, C. A. P., Sultani, D. I., Purba, A., Hasibuan, A., & Siagian, Z. (2023). Pengembangan Media Pembelajaran Pendidikan Agama Islam Berbasis Flash Card Syariah. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 6(12), 10401–10405. <https://doi.org/10.54371/Jiip.V6i12.3366>
- Simamora, M., & Winardi, Y. (2024). Pengembangan Media Pembelajaran Smart Tv Dalam Pembelajaran Matematika Di Sekolah Menengah Pertama Bekasi [Development Of Smart Tv Learning Media In Mathematics Education At A Junior High School In Bekasi]. *Johme: Journal Of Holistic Mathematics Education*, 8(1), 75–85.
- Solehatin, S., Aslamiyah, S., Pertiwi, D. A. A., & Santosa, K. (2023). Augmented Reality Development Using Multimedia Development Life Cycle (Mdlc) Method In Learning Media. *Journal Of Soft Computing Exploration*, 4(1).
- Taufik, T., & Komar, N. (2022). Hubungan Self Efficacy Terhadap Peningkatan Motivasi Belajar Dan Hasil Belajar Matematika Siswa Di Sekolah. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 3(2), 183–200. <https://doi.org/10.36671/Andragogi.V3i2.220>
- Ulum, F. B., Anwar, K., Susanti, L., & Anggraheni, U. S. (2023). Inovasi Media Pembelajaran Berbasis Teknologi Era Reformasi 4.0 Di Madrasah. *Jsg: Jurnal Sang Guru*, 2(3).
- Wakhidah, L. N. (2023). Pengaruh Pemanfaatan Media Pembelajaran Digital Smart Tv Terhadap Prestasi Belajar Siswa Mata Pelajaran Ipa Di Sdit Qurrota A'yun Ponorogo. Universitas Muhammadiyah Ponorogo.
- Wardana, L. A., Rulyansah, A., Izzuddin, A., & Nuriyanti, R. (2022). Integration Of Digital And Non-Digital Learning Media To Advance Life Skills Of Elementary Education Students Post Pandemic Covid-19. *Pegem Journal Of Education And Instruction*, 13(1), 211–222.
- Widiyono, A., Millati, I., & Holifah. (2021). The Role Of Educational Technology In The Perspective Of Independent Learning In Era 4.0. In *Journal Of Education And Teaching (Jet)* (Vol. 2, Issue 1).
- Yudapratama, A. F., & Pradana, L. N. (2022). Analisis Minat Belajar Siswa Menggunakan Media Smart Tv Di Sdit Permata Ummat. *Prosiding Konferensi Ilmiah Dasar*, 3, 505–514.