

STUDENTS' INTEREST IN DIGITAL CLASSROOM IN LEARNING ENGLISH

THESIS

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THESIS

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In partial Fulfillment of the requirements for
The Bachelor Degree of Education in English Language Teaching

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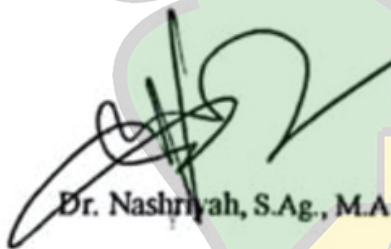
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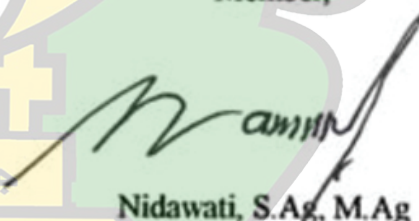
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**DECLARATION OF ORIGINALITY
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“Students’ Interest In Digital Classroom In Learning English”** adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Desember 2024

Saya yang membuat pernyataan



Salwa Inayatillah

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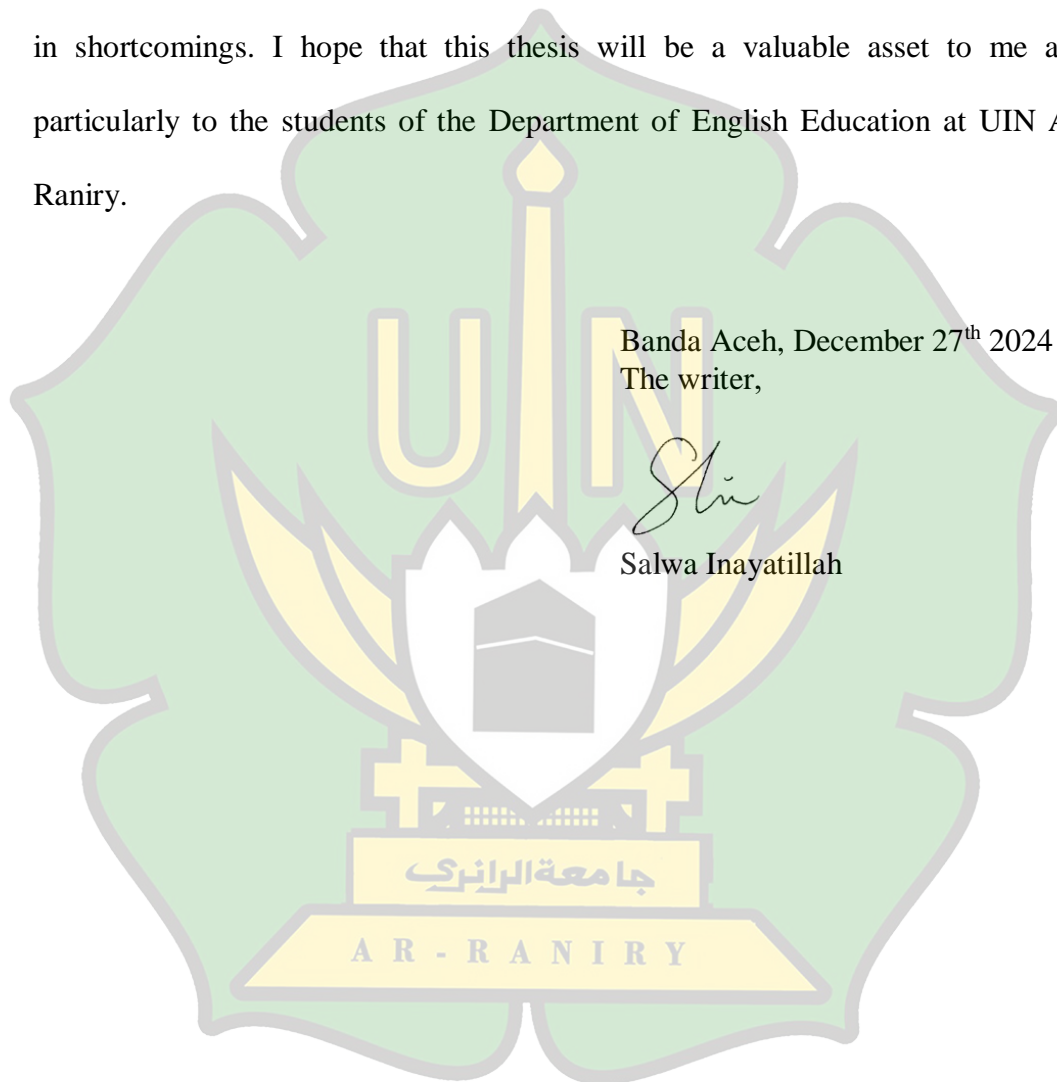
For the last, I understood that this thesis requires stronger ideas to evaluate in shortcomings. I hope that this thesis will be a valuable asset to me and particularly to the students of the Department of English Education at UIN Ar-Raniry.

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ABSTRACT

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This study aims to understand students' interest in digital classrooms in learning English. With the advancement of technology and the implementation of digital-based learning, students' interest in the teaching and learning process has significantly changed. This study uses a quantitative approach with involving 32 students at MTsN 4 Banda Aceh during the odd semester of the 2023-2024 academic year in digital classrooms. Data were collected through questionnaires designed to measure the level of students' interest using four indicators of interest: feeling of enjoyment, students' interest, student attention, and student engagement. The results of the study indicate that students' interest in digital classrooms in learning english, based on four interest indicators, obtained an average interest questionnaire score of 78.21% with a high category.

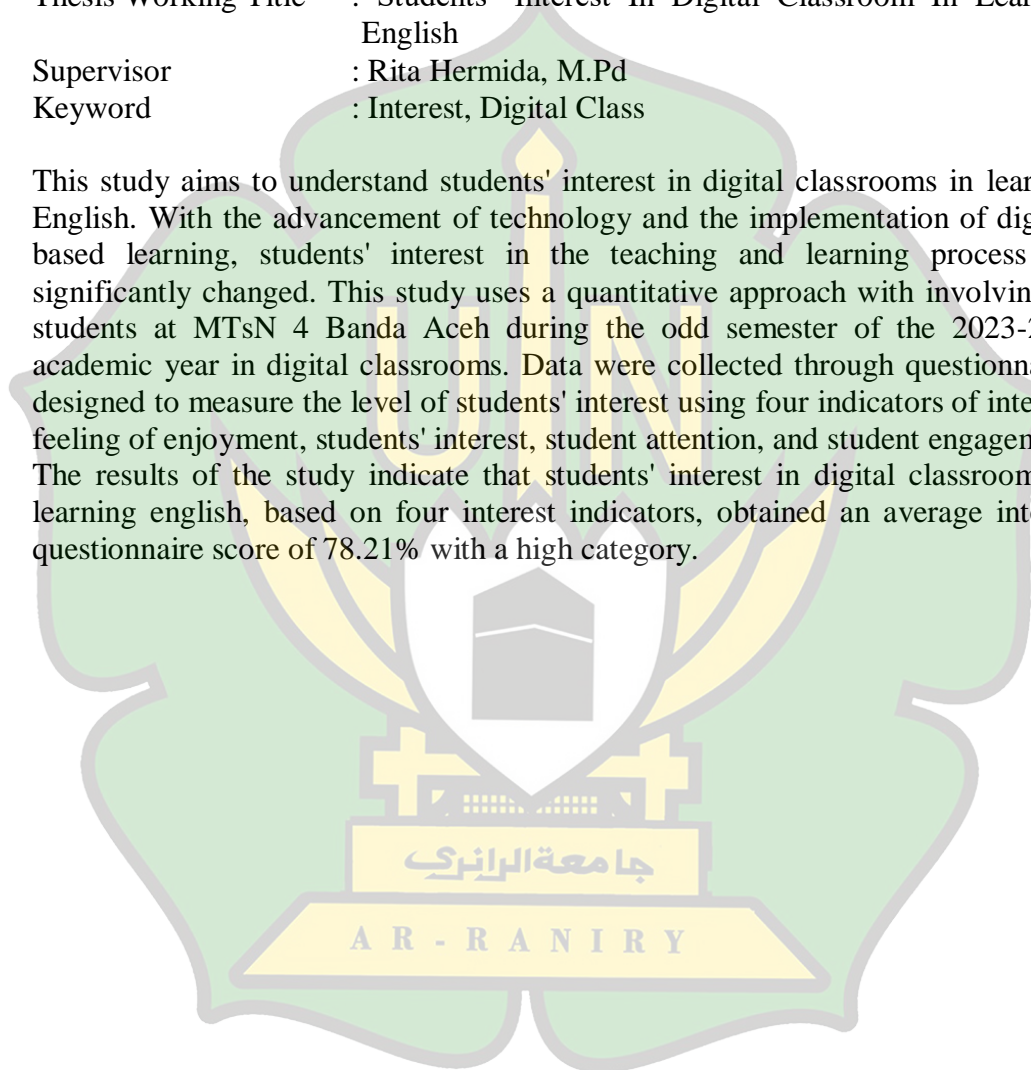


TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
 CHAPTER I : INTRODUCTION	
A. Backgrounds of the Study	1
B. Research Question.....	3
C. Research Aim.....	3
D. Significance of the Study	4
E. Terminologies	4
 CHAPTER II: LITERATURE REVIEW	
A. Digital Classroom	6
B. Students' Interest	15
C. English learning	24
D. The Influence of Digital Classroom Learning on Students' Interest in English Learning	25
E. Previous Research	27
F. Theoretical framework	28
 CHAPTER III: RESEARCH METHODOLOGY	
A. Research Design.....	29
B. Research Participants	29
C. Methods of Data Collection.....	30
D. Methods of Analysis	32
 CHAPTER IV: FINDINGS AND DISCUSSION	
A. Findings	34
B. Discussion.....	36
 CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion.....	39
B. Suggestion	39
REFERENCES	41
APPENDICES.....	

LIST OF TABLES

Table 3.1 Percentage.....	34
Tabel 4.1 Criteria for Descriptive Analysis Percentage of Interest Variable in Learning english in Digital Classroom Using the Jelajah Ilmu Platform.....	37



LIST OF FIGURES

- Figure 4.1** Student Interest in Participating in digital classroom learning using the Jelajah Ilmu platform in the 2024/2024 academic year . 38



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter to Conduct Field Research
- Appendix C Confirmation Letter of Conducted Research from Department
of English Language of Education
- Appendix D Questionnaire
- Appendix E Jelajah Ilmu Platform
- Appendix F Research documentation photos



CHAPTER I

INTRODUCTION

A. Backgrounds of the Study

In the era of globalization and the development of information technology, education must adapt to these changes to create a more effective and relevant teaching-learning process. One of the emerging innovations is the digital classroom, which offers various advantages compared to traditional teaching methods. Digital classrooms enable the integration of technology into the learning process, such as the use of computers, tablets, the internet, and various educational applications. These features can provide access to richer and more diverse learning resources, as well as facilitate more intensive collaboration and interaction between students and teachers. In Indonesia, various online learning platforms have been developed to support the teaching-learning process, one of which is Jelajah Ilmu. This platform offers various features that facilitate interaction and management of learning activities for students, teachers, principals, and parents.

English language learning, as an international language, greatly benefits from the presence of digital classrooms. The use of technology in English language learning can help students access learning materials more easily, develop language skills through various interactive activities, and increase their interest in learning. Previous studies have also shown positive results regarding the use of

technology in English language learning. For example, a study by Hidayat et al. (2022) found that digital technology can support English language learning among Indonesian university students with increased online activity, improved skills, and positive perceptions of internet usefulness. Additionally, a study by Shopia et al. (2022) found that the use of YouTube in the classroom can increase students' interest in learning English and help them develop digital media literacy. The results of these studies are expected to provide clear recommendations regarding the use of digital classrooms as one of the learning methods in schools. This can increase students' interest in learning English, providing significant benefits for all parties involved in the learning process.

Students' interest in learning is one of the crucial aspects of the educational process, as high interest can drive intrinsic motivation and active engagement in learning. Therefore, this study aims to explore students' interest in the use of digital classrooms in English language learning. Additionally, this study will identify the factors that influence this interest. With digital classrooms, the learning process becomes more flexible and can be tailored to the individual needs of students. Students can access learning materials anytime and anywhere, allowing them to learn at their own pace. Moreover, digital classrooms enable more interactive and engaging delivery of materials through the use of multimedia such as videos, animations, and simulations.

English plays a very important role in this era of globalization. As an international language, English proficiency is one of the essential skills needed in various fields, including education, business, and international communication. Therefore, English language learning in schools is crucial to prepare students for global challenges. The use of digital classrooms in English language learning can provide various benefits, such as increasing student engagement, providing authentic learning resources, and allowing more practical and interactive language practice. However, to optimize these benefits, it is important to understand the extent of students' interest in the use of digital classrooms. High interest in digital classrooms can be a positive indicator that students feel comfortable learning English using technology. Based on the background above, the researcher is interested in conducting research on digital classrooms in English language learning.

B. Research Question

Based on the background of the problem above, the focus of this research is how is students' interest of digital classroom in Learning english?

C. Research Aim

Based on the problem formulation above, the focus of this research objective is to understand students' interest in digital classroom in Learning english.

D. Significance of the Study

In theoretically the result of this study, its expecting to give worthy contribution in English teaching and learning, especially for the students in digital classroom, because the way of teaching and learning in the digital class at MTsN

4 Banda Aceh is very different with regular classes.

In practice, the researcher hopes that the result of the study is useful.

1. For the School: It can increase students' interest in learning English within digital classroom.
2. For Teachers: Offers an alternative teaching method that is innovative and interactive.
3. For Future Researchers: Acts as a reference for studies related to digital learning and its impact on students' interest.

E. Terminologies

- 1 Digital Classroom

Digital classroom refers to the use of technology and digital tools in teaching and learning activities to create an interactive and flexible classroom environment. According to Warschauer and Whittaker (2002), digital learning involves the use of information and communication technology (ICT) to enhance the quality and accessibility of education. This includes using software, online platforms, and educational applications in the teaching-learning process. . One of the platforms used is Jelajah Ilmu. Jelajah Ilmu is an online learning platform

designed to support education in Indonesia. This platform offers various features that facilitate the learning process for students, teachers, principals, and parents.

2. Interest in Learning

Interest in learning is the attention and engagement students show toward a particular subject or learning activity, which drives them to participate actively. Crow and Crow (1958) define interest as a motivating factor that encourages someone to be involved in a specific activity or topic with a sense of enjoyment. In this context, students' interest in Learning english reflects their enthusiasm for studying a foreign language through digital methods.



CHAPTER II

LITERATURE REVIEW

A. Digital Classroom

A digital classroom is an innovation in the education world that leverages information and communication technology to support the teaching and learning process. This concept includes the use of various digital devices such as computers, tablets, and smartphones, as well as online platforms like Learning Management Systems (LMS), educational apps, and social media. The digital classroom allows access to more varied, flexible, and interactive learning resources.

Digital classrooms utilize technology to create a more dynamic learning environment that is responsive to the needs of students. The main features of a digital classroom include:

1. The use of Multimedia

The integration of multimedia in the classroom enhances the teaching and learning process by incorporating videos, animations, and interactive presentations. These tools can simplify complex concepts, making them easier to understand and retain. For example, a science teacher might use a video animation to demonstrate the process of photosynthesis, providing a visual and auditory learning experience that traditional textbooks cannot offer.

2. Project-Based Learning

Technology facilitates project-based learning by offering a range of tools for collaboration, research, and presentation. Students can work together on projects using cloud-based platforms, conduct research online, and create multimedia presentations to showcase their findings. This approach encourages critical thinking, problem-solving, and teamwork, preparing students for real-world challenges.

3. Technology-Based Evaluation

Online exams and quizzes provide immediate feedback, which is beneficial for both students and teachers. Students can quickly identify areas where they need improvement, while teachers can monitor student progress in real-time and adjust their teaching strategies accordingly. Additionally, technology-based evaluation can include a variety of assessment types, such as multiple-choice questions, interactive quizzes, and even simulations, providing a more comprehensive evaluation of student understanding.

4. Access to Learning Materials

Digital classrooms enable students to access learning materials anytime and anywhere through the internet. This flexibility supports personalized learning, allowing students to learn at their own pace and revisit materials as needed. It also ensures that all students, regardless of their location, have equal access to high-quality educational resources. For example, a student in a

remote area can access the same online textbooks, video lectures, and interactive exercises as their peers in urban centers.

In learning, digital classroom is a teaching and learning process that utilizes digital technology as the primary medium, involving hardware (computers, laptops, tablets, and smartphones) as well as software and learning applications (e-learning platforms, video conferencing, and interactive digital content). According to Sari and Anwar (2020), Digital classroom learning can provide a more interactive and engaging learning experience by involving multimedia, such as videos, images, and simulations that enhance students' understanding of the material. In the context of English language learning, digital classrooms enable students to practice speaking, listening, reading, and writing skills through various digital resources.

Digital classroom learning not only includes the use of computers and the internet, but also involves the use of learning applications, e-learning platforms, and various other technological tools that support more interactive and interesting learning.

Digital classroom learning is a method that leverages digital technology to enhance access, flexibility, and interactivity in the learning process. Prensky (2001) defines digital learning in terms of digital natives and digital immigrants, suggesting that digital classroom learning is an approach naturally suited to the learning styles of younger generations who have grown up with technology. Siemens (2004) describes it as the use of digital resources to access, process, and

distribute knowledge, promoting an interactive and adaptable learning environment.

Ally (2008) emphasizes the use of digital media, such as video and interactive elements, to deepen student understanding. Clark and Mayer (2011) define Digital classroom learning as technology-based instruction that integrates multimedia for self-paced learning. Moreover, Garrison and Anderson (2003) focus on Digital classroom learning's role in facilitating student interaction through technology-supported communication and collaboration.

And Picciano (2017) highlights Digital classroom learning's scope in enabling flexible access to learning through internet-based tools and mobile devices, while Mayer (2009) views it as a way to increase motivation through electronic media such as videos and simulations. Means et al. (2010) and also Singh and Thurman (2019) add that digital in learning expands flexible access to content, allowing students to learn anytime and anywhere, while Anderson (2016) describes it as technology-enhanced, personalized learning that supports individual needs.

Moore et al (2011) consider it as technology-supported learning that includes synchronous and asynchronous modes, providing flexibility in timing and location. Roblyer and Doering (2013) and Jethro et al (2012) highlight its foundation in computer-based and internet technologies that make learning effective and engaging.

Zhao and Kuh (2004) view digital in learning as a technology-based approach offering extensive online resources that help students develop skills. Selwyn (2011) defines it as enhancing learning quality through internet and digital devices. Kim and Bonk (2006) see it as distance-enabled, collaborative learning.

Aparicio et al (2016) describe digital in learning as integrating digital tools to enrich the learning experience, while Hew and Cheung (2014) underscore its potential to improve student interaction with course content. Chen et al (2010) define it as computer-based instruction that increases learning efficiency with tools like simulations and collaborative platforms. Horn and Staker (2011) introduce blended learning, combining face-to-face and digital instruction for adaptive learning experiences.

Dabbagh and Kitsantas (2012) and Khan (2005) describe digital in learning as self-directed and technology-driven, allowing students to access online resources and manage their learning pace. Bonk and Graham (2006) define it as learning that combines digital and traditional methods, enhancing access to diverse resources. Moreover, Veletsianos (2016) emphasizes the use of social media, mobile devices, and e-learning for collaborative and easily accessible learning.

Rosenberg (2001) explains digital learning as a method that includes e-learning and m-learning (mobile learning), offering anytime, anywhere access to content, enabling learners to acquire knowledge flexibly through digital devices.

Salmon (2011) describes digital in learning as a five-stage model that includes access, social interaction, information exchange, knowledge construction, and development. This model encourages active participation, collaboration, and deep learning through digital platforms.

Digital classroom learning as a process where students interact with content, instructors, and peers through digital platforms, which facilitates enhanced engagement, immediate feedback, and flexible access to learning materials (Keengwe and Kidd, 2010).

1. Digital Classroom Learning Media

Digital classroom learning media refers to the use of information and communication technology (ICT) to support the teaching and learning process in a virtual or online classroom. Digital classroom learning as the use of multimedia technology in education, such as text, images, sound, animation, and video, delivered through digital devices to enhance students' understanding (Mayer, 2005).

According to Roblyer and Doering (2013), digital classroom learning media refers to the use of various types of computer-based media that facilitate students in acquiring, processing, and delivering information digitally through internet-connected devices.

Digital classroom learning media is an educational ecosystem that uses digital technology to provide educational resources that can be accessed

anytime and anywhere. This includes educational software, mobile applications, and web-based collaborative tools (Siemens, 2005).

According to Ally (2008) digital learning media refers to the use of technology tools, such as the internet, computers, and mobile devices, to enhance the learning experience. It allows for asynchronous learning, where students can access materials at their convenience, enabling flexibility and self-paced learning.

According to Bates (2015), digital classroom learning media connects to the tools, technologies, and online platforms used to create a learning environment that supports not only content delivery but also collaborative learning experiences, assessment, and feedback.

Cunningham (2003), present the meaning of media, particularly digital tools such as multimedia presentations and online collaboration tools, are essential for creating immersive learning environments that allow students to experiment, explore, and engage with content in ways that traditional methods do not.

According to Kirkpatrick (2009), digital classroom media refers to the integration of online educational resources, such as e-books, instructional videos, and educational games, into the learning environment to support varied teaching methods and enhance student learning outcomes.

Digital classroom learning media includes a broad spectrum of technologies that can be used to create dynamic, student-centered learning environments. This includes tools such as digital textbooks, mobile apps, and online collaboration platforms (Liu et al., 2011).

2. Jelajah Ilmu as a Digital Learning Media

Jelajah Ilmu is an online learning platform designed to support education in Indonesia. This platform offers various features that facilitate the teaching and learning process for students, teachers, school principals, and parents. Jelajah Ilmu is widely used across schools, including madrasahs, to promote modern learning practices.

There are several key features that Jelajah Ilmu platform has:

a. Classroom

The Classroom feature allows students to attend both online and offline sessions according to the schedule set by their teachers. Online sessions include interactive tools like virtual whiteboards and real-time quizzes, while offline sessions allow students to meet directly with their teachers and classmates. The assignment submission process becomes more efficient with the ability to submit assignments through this platform. And Recorded sessions and flexible access ensure that students can revisit lessons and learn at their own pace.

b. Chat Room

The Chat Room feature enables students to communicate with their classmates and teachers, creating a collaborative learning environment. Through this feature, students can form groups to work on projects together, share resources, and discuss ideas. They can also seek help on difficult topics or clarify doubts with their teachers and classmates through instant messaging.

c. Test Sheets

The Test Sheets feature allows students to create their own test sheets that focus on specific areas they need to practice. Teachers can also provide standardized test sheets for regular assessments, ensuring students stay on track. The platform offers accurate grading schemes, providing detailed feedback on student performance.

d. Learning Resources

This platform provides interactive eBooks that come with multimedia elements like videos, animations, and interactive quizzes to make learning more engaging. Students can highlight important sections and take notes directly within the eBooks, and use the text-to-speech feature to listen to the content for better comprehension.

e. Teaching Resources

Teachers can upload various types of educational materials to this platform, including notes, presentations, and PDF documents. This feature provides a central library where teachers can store and organize their resources, making it easy to access and share with students. Additionally, collaborative tools allow teachers to work together with their peers to develop and share innovative teaching strategies and materials.

B. Students' Interest

Interest is a person's attraction or inclination toward a specific activity or field, generally stable and consistent over time. Interest arises from an internal drive and does not require external incentives, leading a person to feel joy or enthusiasm when engaged in that activity. According to Winkel (2004), Interest is a psychological tendency for individuals to engage in certain activities due to the attraction or pleasure they experience.

Hidi and Renninger (2006) state that interest can be triggered by a particular situation (situational interest) or develop into a stable, deeper engagement (individual interest). Likewise, Slameto (2003) Interest is a tendency for someone to feel attracted to a particular field or activity, along with a desire to participate in that activity.

According to Sardiman (2011), describes Interest is a condition in which a person has greater attention or attraction to a certain object, which drives them to

engage in activities related to that object. Crow and Crow (1984) define interest as a preference for activities that provide personal satisfaction. Interest is often linked to high curiosity and a desire to become more involved. Interest in learning is the attraction or desire of students to study a specific topic or skill.

Csikszentmihalyi (1990) proposed that student interest is closely related to the experience of flow, which is an optimal state when an individual is fully engaged and focused on an activity. In this condition, student interest increases when the challenges faced are aligned with their abilities.

Djamarah (2002) describes interest as a preference or inclination towards something without external compulsion. The stronger the emotional connection or relevance between the individual and the object of interest, the greater the level of engagement.

Krapp (2002) views interest as an interaction between the individual and their environment. Interest emerges from a person's relationship with a specific object and is influenced by personal values and positive emotional experiences. This theory has two core components, which are: Knowledge or understanding about the object of interest (cognitive) and positive emotional engagement with the object (emotional).

Ainley (2007) emphasizes that interest is dynamic and evolves through interaction with the environment, particularly in learning contexts. Interest can be

strengthened through positive experiences that support cognitive and emotional growth.

Learning interest is a psychological tendency of individuals to pay attention and show strong engagement in learning activities. Interest is influenced by various factors, such as the relevance of the material, teaching methods, and students' learning experiences. In the context of *Jelajah Ilmu*, learning interest relates to students' ability to explore knowledge through creative and interactive methods.

1. Characteristics of Interest

According to Crow and Crow (1984), Interest is usually related to personal satisfaction and a tendency to seek more information about the object of interest. The characteristics of Interest includes:

a. Ability to Provide Stimulus

Interest shows the ability to provide a stimulus that encourages someone to pay attention to a person, an object, or an activity. This means that interest can boost individuals to focus and engage in a specific activity or object. When people find something interesting, their mind and body are naturally inclined to engage more deeply and meaningfully with it.

b. Continuous Attention

Interest is characterized by continuous attention to the object or activity of interest. A person who has an interest in a certain field tends

to consistently and continuously direct their attention to that activity or object. When a person is truly interested in something, they tend to immerse themselves in it for extended periods. This sustained attention is not just fleeting but is marked by a continuous and prolonged engagement, leading to deeper involvement and expertise in the subject. Consistent attention also means that the individual is less likely to be distracted and more likely to achieve higher levels of concentration and focus.

c. Enjoyment

Interest is often accompanied by feelings of enjoyment or liking towards the object or activity of interest. These positive feelings become a motivator for individuals to keep engaging in the activity. One of the hallmarks of genuine interest is the enjoyment that accompanies it. When individuals engage in activities that they find interesting, they often experience positive emotions such as joy, excitement, and satisfaction. This enjoyment acts as a reinforcement, encouraging them to spend more time on the activity and to delve deeper into it.

d. Consistency

Interest shows consistency in focus and attention towards the object or activity of interest. Individuals who are interested in a particular subject or activity show a stable and repeated involvement,

reflecting a long-term commitment. This consistency is crucial for the development of skills and knowledge in the area of interest. It is not just about sporadic bursts of attention, but rather a steady and reliable engagement that can last for months or even years, contributing to mastery and expertise.

e. Impact on Experience

Interest can influence an individual experience and provide satisfaction from the activity of interest. High interest makes individuals feel more satisfied and meaningful in engaging in activities related to their interest. High levels of interest can transform mundane tasks into engaging and fulfilling experiences. When people are interested in what they are doing, they are more likely to perceive their activities as worthwhile and meaningful. This sense of satisfaction and fulfillment is critical for overall well-being, as it fosters a positive outlook and enhances personal growth and development.

2. Factors Influencing Interest

According to Ishida and Sekiyama (2024), Students' interest in learning is influenced by various factors, including:

a. Psychological Values

Psychological values, such as intrinsic encouragement and self-determination, play a significant role in influencing student learning

interest. Intrinsic encouragement refers to the internal drive to engage in an activity for its own sake, because it is interesting and enjoyable. Self-determination theory suggests that students are more likely to be motivated when they feel autonomous, competent, and related to others in their learning environment. When students perceive that they have control over their learning, feel capable of achieving their goals, and feel connected to their peers and teachers, their interest in learning tends to be higher.

b. Cognitive Factors

Cognitive factors, including cognitive engagement and self-efficacy, are crucial in determining students' interest in learning. Cognitive engagement involves the mental effort and strategies that students use to understand and master the material. When students are actively engaged in their learning, they are more likely to find the material interesting and worth their time. Self-efficacy, or the belief in one's own ability to succeed, also plays a key role. Students with high self-efficacy are more likely to take on challenging tasks, persist in the face of difficulties, and ultimately develop a stronger interest in learning.

c. Social and Environmental Influences

Social support from peers, family, and teachers, as well as a conducive learning environment, significantly impact students' learning

interest. Positive relationships with peers and teachers can enhance students' feelings of belonging and feel interesting to learn. A supportive family environment that encourages education and provides the necessary resources can also boost students' interest. Additionally, a conducive learning environment, whether it's a traditional classroom or a digital one, can facilitate engagement and interest. Features like interactive tools, collaborative projects, and a well-organized learning space can make a big difference.

d. Demographic Factors

Demographic factors, such as age, gender, and cultural background, also influence students' learning interest. For example, younger students may have different interests compared to older students. Gender differences can also play a role, with some studies suggesting that boys and girls may have different preferences for certain subjects and learning activities. Cultural background can influence students' attitudes towards education and their learning preferences. Understanding these demographic factors can help educators tailor their teaching methods to better meet the needs of diverse student populations.

e. Academic Background and Study Habits

Students' previous academic achievements and their study habits can affect their interest in learning. Students who have experienced

success in their studies are more likely to develop a positive attitude towards learning. Successful study habits, such as setting goals, managing time, and using aptly learning strategies, can also contribute to higher interest in learning. Encouraging students to develop good study habits and providing them with the tools and support they need can help foster a lifelong interest in learning.

3. Indicators of Interest

Crow and Crow (1958), Interest is defined as a tendency to pay attention to and engage in an activity that is beneficial and satisfying. Its indicators include attention, active involvement, and a sense of enjoyment. Moreover, Slameto (2010) explain that Interest is a feeling of preference and attachment to something or an activity without any compulsion. The indicators include attraction, intense focus, and a desire for deeper engagement.

Djamarah (2011) stated that Interest is evident from a person's tendency to concentrate on an object or activity with pleasure, demonstrated through selective attention, emotional involvement, and enjoyment of the activity.

From the explanation above, Psychologists have identified several indicators that reflect a person's interest, including:

a. Feeling of Enjoyment

Interest is often characterized by the emergence of feelings of enjoyment or satisfaction when someone is engaged in a particular activity. It is not merely about momentary excitement but also involves deep satisfaction that motivates a person to keep doing it. There are two key aspects that can describe it: This feeling of enjoyment is intrinsic, arising from within without external influence. Then, It is associated with the release of hormones like dopamine, which makes the activity feel rewarding.

b. Interest

Interest encompasses the intellectual and emotional engagement with a particular object or activity. It is the engine that drives an individual's desire to explore, understand, and immerse themselves in something. Interest is often fueled by curiosity, a natural human tendency to seek knowledge and make sense of the world. The main characteristics of interest are consistency in attention and focus on the objects.

c. Attention

Attention refers to the cognitive process of concentrating mental energy on a specific task, object, or activity. When someone is genuinely interested, they focus their attention and energy on the object or activity.

This focused attention enables better understanding, retention, and engagement.

d. Engagement

Engagement is the concrete action that demonstrates a person's interest. It is not just about thinking or talking about something of interest but also actively involving oneself in it. The characteristics of Engagement are a person with interest takes the initiative to get involved without needing external prompts (Initiative). Moreover, they show dedication and put in maximum effort toward the activity (Commitment). And Even when faced with challenges, they remain resilient and find solutions (Persistence).

C. English Learning

English learning is one of the important subjects taught in schools in Indonesia, including at MTsN 4 Banda Aceh. English learning aims to improve students' communication skills in English, both orally and in writing. However, many students face difficulties in learning this language due to various factors such as lack of interest, limited resources, and uninteresting teaching methods.

The primary goal of English language learning is to enable students to communicate in English, whether in social, academic, or professional contexts. The learning process can be carried out through various methods, including

traditional teaching, technology-based learning, and project-based learning that involves activities encouraging students to use English in practical ways.

In this context, English language learning is not limited to traditional grammar and vocabulary instruction, but also involves the use of various digital tools that make learning more interactive, engaging, and relevant to students. The process of teaching and learning English by utilizing digital technology, such as online learning platforms, applications, videos, and other digital media.

Through digital learning, students can access a variety of English materials that align with their interests, such as educational videos, interactive exercises, and content from social media. This provides them with opportunities for self-directed and flexible learning, allowing them to develop English language skills in a more practical and contextual manner. Thus, digital-based English learning at MTsN 4 Banda Aceh aims to increase students' interest in learning English.

D. The Influence of Digital Classroom Learning on Students' Interest in English Learning

learning can increase students' interest through more engaging interactions, self-directed access to materials, and the use of multimedia. However, some challenges, such as technology access gaps and lack of digital skills, may also impact the effectiveness of this method.

1. The Use of Technology in English Language Learning: A Case Study on the Implementation of E-Learning Applications

The case study conducted by Paramita (2023), This research shows that the implementation of e-learning applications in English language learning can increase the effectiveness and accessibility of education. Technology allows students to access learning materials interactively and flexibly, increasing their participation and engagement in the learning process.

2. The Impact of Digital Learning on Student Learning Outcomes

This study, conducted by Anisah, Syahid Suhandi Aziz, and Ferdian Ari Bowo at Jayabaya University, found that digital learning can create a more interactive learning situation and support discussion, ultimately improving students' learning outcomes.

3. Examining the Phenomenon of Low Interest in English at School

This research by Syarif Hidayat and Wika Soviana Devi (2022) at Muhammadiyah University Jakarta shows that unengaging teaching methods and lack of environmental support are the main causes of low student interest in learning English. They recommend using more innovative teaching methods, including digital learning, to increase student interest.

4. Impact of Multimedia Tools on English Learning

Research conducted by Rahmawati, A., and Suryadi, D. at the University of Indonesia highlights that the use of multimedia tools such as videos, animations, and interactive quizzes can significantly enhance students' interest in learning English. These tools make the learning process more engaging and cater to various learning styles.

E. Previous Research

Several previous studies have examined the use of technology in English language learning. For example, research conducted by Rahman and Hasan (2019), this study aims to investigate the effects of digital learning on students' interest in learning English. The findings reveal that students who learn through digital platforms exhibit higher levels of interest compared to those taught through traditional methods. The research highlights the importance of using technology to capture students' attention in language learning.

Then, the research conducted by Hidayat et al (2022), This study assessed the experiences of Indonesian university students using online learning platforms for English. The findings showed that online activities, skills, and perceived usefulness were positively correlated with positive experiences in learning English online. The study suggests that improving English instructors' skills in using technology and promoting English learning through digital platforms can enhance the learning experience

The research conducted by Nasution and Dewi (2021), This study explored students' interests in using Google Classroom for learning English. The results showed that 60% of students felt happy learning English using Google Classroom, 50% had a strong interest in using it, and 40% paid strong attention during the learning process. The study emphasizes the positive impact of digital learning environments on students' interest in learning English.

Another research Conducted by Kummel et al (2020), this literature review explores the role of individual versus social settings in digital learning environments in higher education. The study analyzes how different digital learning environments such as individual online courses, collaborative platforms, and virtual classrooms impact student learning outcomes. The findings suggest that while individual learning environments offer flexibility and personalized learning paths, social settings foster collaboration, peer support, and enhanced problem-solving skills. The study underscores the need for a balanced approach that leverages both individual and social aspects of digital learning.

F. Theoretical framework

This research is based on two main theories:

1. Constructivism Theory: Students build knowledge through experiences and interactions with their environment.
2. Self-Determination Theory: Students' is influenced by the need for autonomy, competence, and social connection.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study aims to understand students' interest in digital classroom in English learning. This study uses a quantitative approach. According to Waruwu (2023), Quantitative research is research that uses measurements, calculations, formulas and certainty of numerical data in planning, processes, building hypotheses, techniques, data analysis and drawing conclusions. Quantitative research is a process of finding knowledge that uses numerical data as a tool for analyzing data.

This type of research is quantitative descriptive research that aimed at describing the facts and characteristics of a population or certain field systematically and accurately. Using percentage analysis.

B. Research participants

Population is all the data that we focus on within a determined scope and time (Nadia, RM.J 2023). The population in this study was all students in the digital classroom (VIII-3) that is totaling 32 students, 15 male, 17 female at MTsN 4 Banda Aceh. The time spent by students as participants using the Jelajah ilmu platform in digital classrooms is estimated to have been ongoing for around two years.

A sample is part of the number and characteristics possessed by the population (Arikunto, 2018). Based on the statement above, to facilitate in conducting research, a sample was drawn that could represent the population. The selection of samples in this study used the totally sampling, namely a sampling technique where the number of samples is the same as the population. The sample in this study was all students of the Digital classroom that is totaling 32 students, 15 male, 17 female of MTsN 4 Banda Aceh. (see on appendix).

C. Method of Data Collection

The main instrument used is a questionnaire, which measures students' perceptions of students' interest of digital classrooms in Learning english. This questionnaire utilizes a Likert scale to indicate students' level of agreement with statements related to interest, motivation, and digital learning effectiveness.

The data collection techniques used in this study include:

1. Observation

Observation is a process of systematic, logical, objective, and rational observation and recording of various phenomena, both in real situations and in artificial situations to achieve certain goals. The main objectives of observation are: (1) To collect data and information about a phenomenon, either in the form of events or actions. (2) To measure classroom behavior.

Observation in this study is direct observation, namely observation carried out directly on the object being investigated. The objects being observed are teachers and students.

2. Questionnaires

This research instrument is used to collect all the data needed to solve problems in research activities using various research methods. The type of instrument used is a questionnaire. This questionnaire is conducted to determine students' interest to learn after being given instruction in a digital classroom. The questionnaire has 15 questions.

A questionnaire is a data collection technique carried out by providing a set of questions or written questions to respondents to be answered (Sugiyono, 2014:142). Data is collected using a Likert scale questionnaire consisting of 4 degrees of agreement. There are Strongly Agree (score = 4), Agree (score = 3), Disagree (score = 2), and Strongly Disagree (score = 1). The students must choose the level of agreement based on their opinion. After the data is collected, it is analyzed to answer research questions and provide the study results. In this study, a questionnaire were adopted from another researcher and modified by the researcher. The questionnaire measures the primary variables, namely students' interest in Learning english. The respondents consist of students at MTsN 4 Banda Aceh who participated in the digital classroom.

D. Methods of Analysis

One of the stages in the research process is the data analysis stage. The data analysis stage is an important stage, where data collected using various data collection techniques (eg observation, interviews, questionnaires, or other data collection techniques), processed, and presented to help researchers answer the problems they are studying (Amalatus et al., 2021).

And the data analysis used here was obtained from direct observation and the distribution of questionnaires.

1. Indicators of satisfaction

Table 3.1 *Percentage*

Index Percentage	Criteria
76 % - 100 %	High
51 % - 75 %	Medium
26 % - 50 %	Low
0 % - 25 %	Very Low

Source : Muhamad Ali (Galih Wahyu Pratama : 2019).

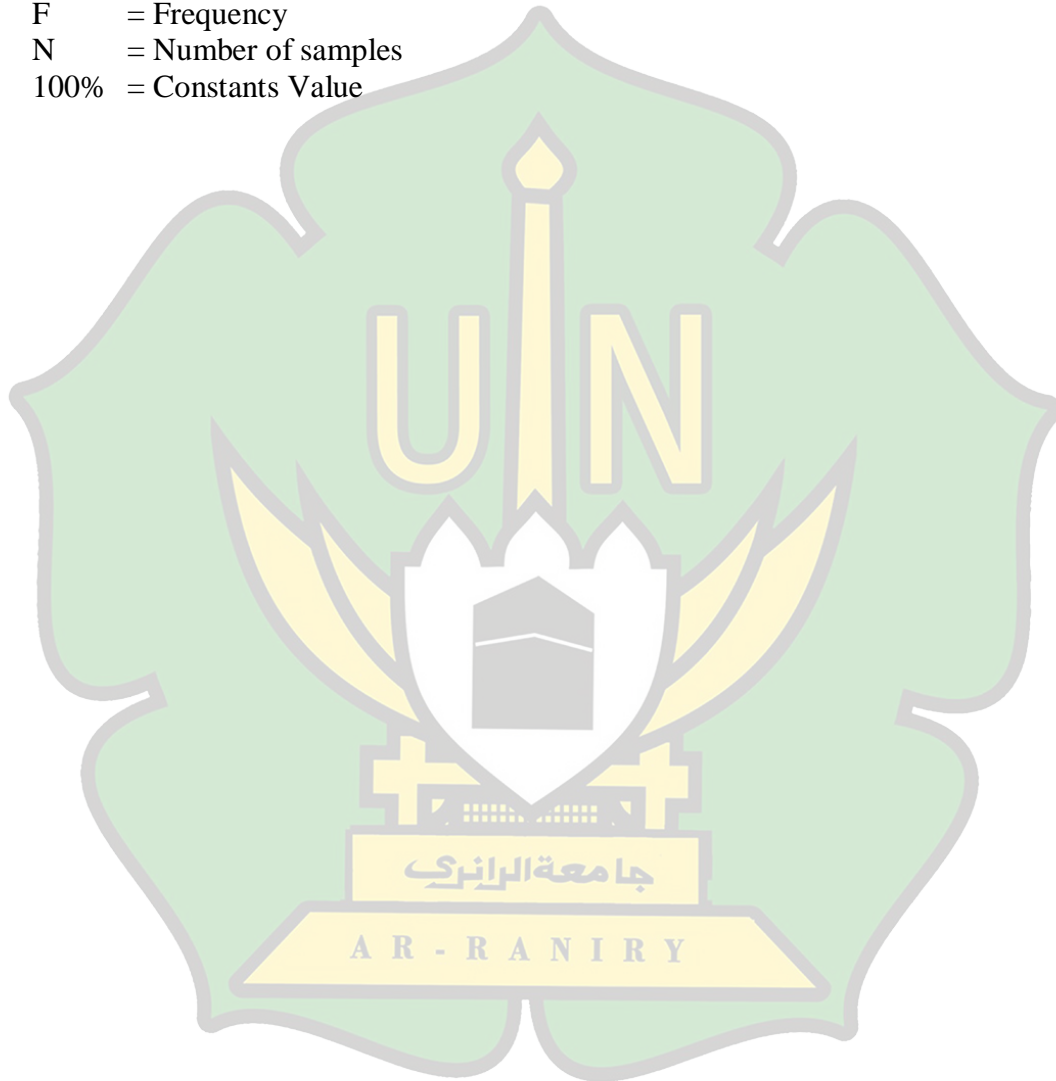
The data that had been collected from the questionnaire were analyzed quantitatively. It is used for determine students' interest in learning English in the digital classroom learning. And the results are discussed in the context of the research objectives.

To analyze the data obtained from the questionnaire, the researcher used a simple statistical formula as follow:

$$P = \frac{F}{N} \times 100$$

Description:

P = Percentage
F = Frequency
N = Number of samples
100% = Constants Value



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

Based on the results of the research on student interest in the digital class at MTsN 4 Banda Aceh during the odd semester, there were several variations in the students' responses to the questionnaire, both in terms of interest. In this study, the data were obtained in the form of scores derived from several factors of interest. For interest, there were four indicators used in the questionnaire, including: feelings of enjoyment, interest, student attention, and student involvement.

In this chapter, the researcher discusses the data collected from the questionnaire. This chapter consists of two sections: the first section presents the findings where the questionnaire data are displayed in the form of tables and graphs. The second section is the discussion, which explains the data presented in the findings section. The results of the data analysis will be discussed in the subsequent section to answer the research questions.

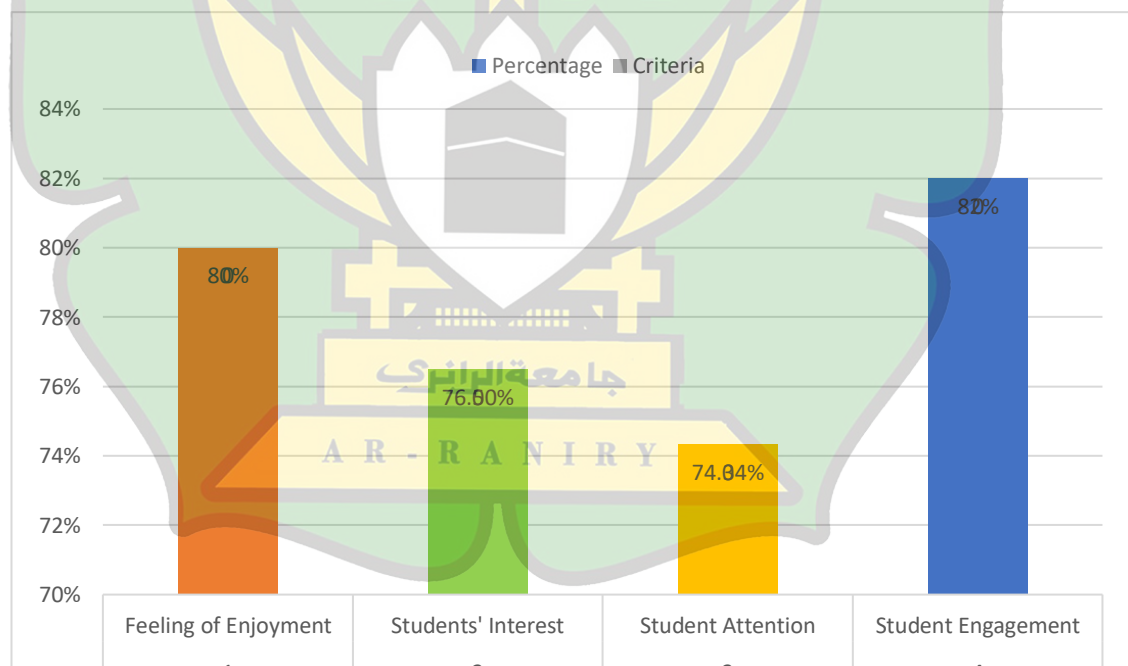
There is a 15 questionnaire items that provided statements which cover statements to answer the research question: how is students' interest of digital classroom in learning English. This research focuses on students' interest in learning English in a digital classroom. Therefore, the results of this study can be seen in the percentage values of students' interest in learning English in the digital classroom, as shown in the following table:

Table 4.1 *Criteria for Descriptive Analysis Percentage of Interest Variable in Learning english in Digital Classroom Using the Jelajah Ilmu Platform.*

No	Aspect	Item	Percentage	Criteria
1	Feeling of Enjoyment	1-5	80%	High
2	Students' Interest	6-7	76,5%	High
3	Student Attention	8-10	74,34%	Medium
4	Student Engagement	11-15	82%	High
	Total	15	312,84	
	Average		78,21%	High

Research data : 2024

Figure 4.1 *Student Interest in Participating in digital classroom learning using the Jelajah Ilmu platform in the 2024/2024 academic year*



Based on the table and graph above, it is proven that the learning process in the digital classroom using the Jelajah Ilmu platform can increase students' interest

in Learning english. The data that researcher has found shows that the average reached 78.21% in the distribution of the questionnaire. Therefore, students' interest in learning increased according to the success indicators set at more than 70% and categorized as high. For the indicator of Enjoyment, it reached 80% with questions numbered 1 to 5, categorized as high. The interest indicator is 76.50% in the high category, and the student attention indicator is 74.84% in the medium category. And the student engagement indicator is 82% with a high category.

B. Discussion

Based on the research results conducted from December 13 to December 14, 2024, with a total of 32 respondents from the digital class at MTsN 4 Banda Aceh, it was found that, in general, student interest in the digital class was categorized as high, with an average percentage score of 78.21% from 32 respondents. The interest variable was measured using four indicators: feelings of enjoyment for questions 1 to 5, which had a percentage of 80%, categorized as high. The interest indicator was measured by two items, questions 6 and 7, with a percentage of 76.5%, categorized as high.

The student attention indicator for questions 8 and 10 had a percentage of 74.34%, categorized as moderate. Student attention is strongly influenced by several factors, such as the students' enthusiasm in paying attention to the teacher when explaining or demonstrating something, their tendency to always follow the

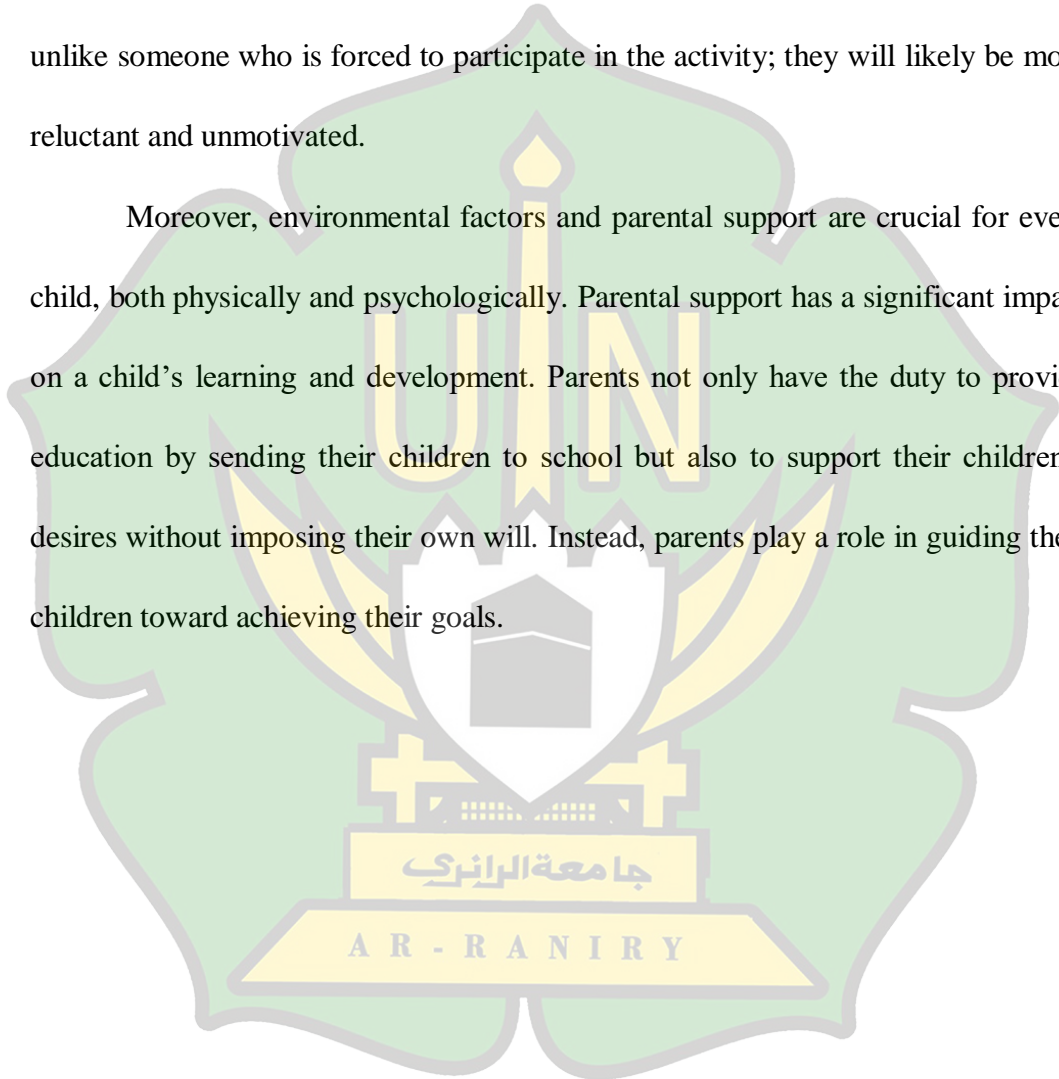
teacher's or instructor's instructions, and their high curiosity. The last indicator, student involvement, for questions 11 to 15 had a percentage of 82%, categorized as high. Overall, the average score for student interest in the digital class was 78.21%, which falls into the high category. Generally, students' interest is very high, influenced by the factors mentioned above.

This shows that learning english in digital classrooms with using Jelajah Ilmu has successfully attracted students' attention through various interactive learning content such as videos, exercises, and other multimedia resources. Virtual discussions and group projects facilitated by the platform also contribute significantly to increasing students' engagement and interest in learning. From direct observations conducted, researchers observed positive feedback from the participants, further confirming that Jelajah Ilmu greatly supports digital transformation in education, especially in the teaching of English. The adaptation of interactive and dynamic digital learning methods plays an important role in creating a more engaging learning environment, encouraging students to achieve better performance in English lessons.

According to Slameto (2010:180), interest can be expressed through a statement indicating that students prefer one thing over another, or through participation in an activity. Students with an interest in a particular subject tend to give their full attention to that subject. If a person is interested in something, they

will seek out the information within it. Everything is driven by interest first, and this leads to positive results for themselves and their surroundings. A person who is interested in doing something, especially in learning English, will be enthusiastic, unlike someone who is forced to participate in the activity; they will likely be more reluctant and unmotivated.

Moreover, environmental factors and parental support are crucial for every child, both physically and psychologically. Parental support has a significant impact on a child's learning and development. Parents not only have the duty to provide education by sending their children to school but also to support their children's desires without imposing their own will. Instead, parents play a role in guiding their children toward achieving their goals.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the research conducted, it can be concluded that students' interest in digital classroom in English learning. Based on four indicators in the interest questionnaire, with an average value in the interest questionnaire of 78.21% with a high category.

B. Suggestions

Based on the conclusions in this study, the following suggestions can be made:

1. To increase interest in learning English, it is advisable for teachers to use the Jelajah Ilmu platform because it can increase students' interest in learning.
2. For digital class students, they can be more active in the learning process because with student activeness in learning and helping students to better understand the material provided by the teacher on the Jelajah Ilmu platform so that it can increase student interest to learn.
3. For future researchers, it is important to continue exploring the potential and challenges of implementing digital classrooms in various English language learning contexts. Developing innovative solutions to support and enhance the digital learning experience for students is necessary. Collecting and analyzing data on the impact of digital classrooms on

student learning outcomes can also provide evidence-based recommendations for improvements.



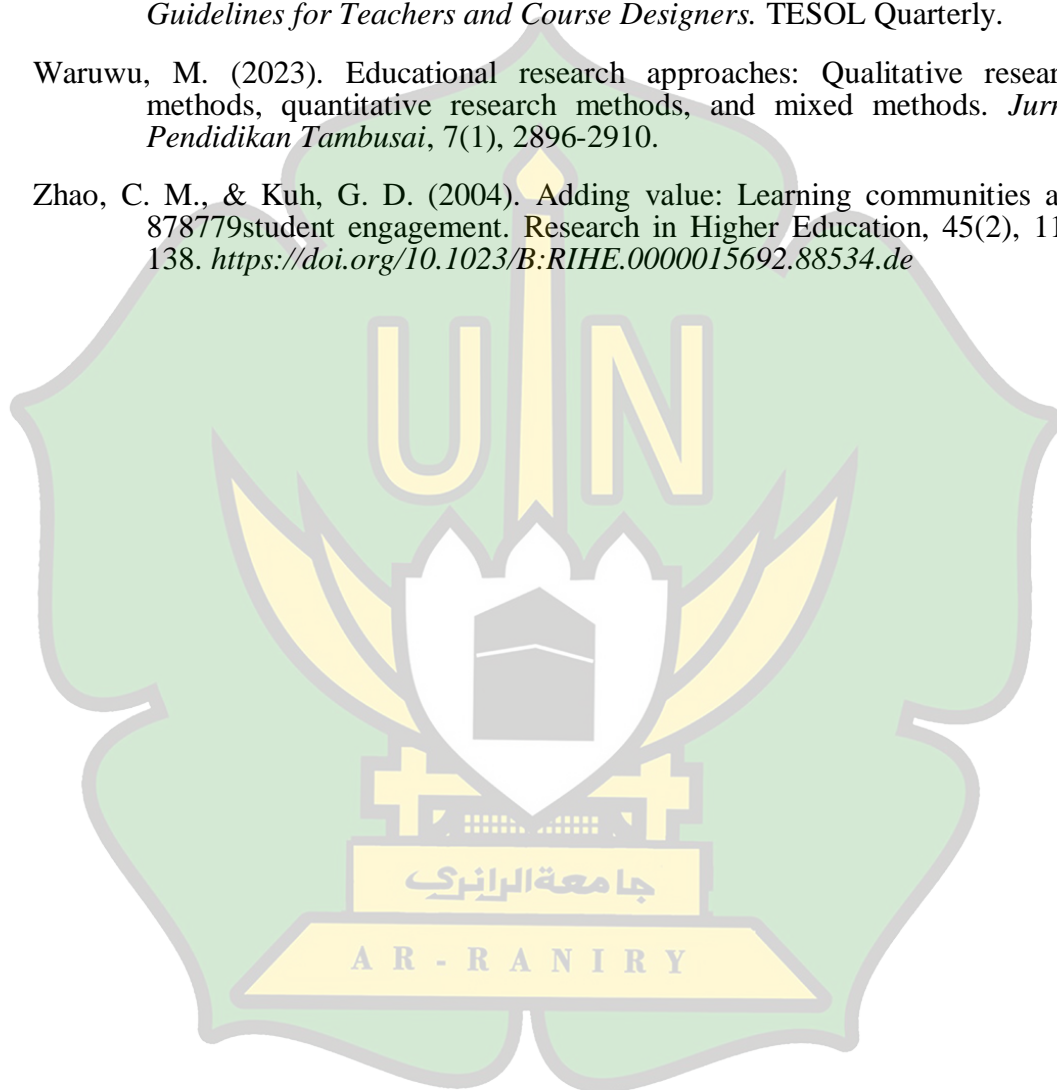
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Appendix A: Appointment Letter of Supervisor



Appendix B: Recommendation Letter to Conduct Field Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-10277/Un.08/FTK.1/TL.00/12/2024

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala Kantor Kementerian Agama Kota Banda Aceh ; Kepala MTsN 4 Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 190203139

Nama : Salwa Inayatillah

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl. tgg di blang komplek ruzi indah no. 20 desa rukoh syiah kuala Banda aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *"THE EFFECTIVENESS OF DIGITAL CLASSROOM LEARNING IN INCREASING STUDENTS' INTEREST AND MOTIVATION IN ENGLISH LEARNING AT MTsN 4 BANDA ACEH"*

Banda Aceh, 11 Desember 2024

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Berlaku sampai : 17 Januari 2025

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

NIP. 197208062003121002

AR - RANIRY

Appendix C: Confirmation Letter of Conducted Research from Department of English Language Education

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH TsANAWIYAH NEGERI 4 BANDA ACEH
Jln. Utama Desa Rukoh Kopelma Darussalam, Telp. (0651) 7555725 Kode Pos 23111
email: mtsrukohbna@yahoo.com website: <http://mts4bna.sch.id>
NSM : 121111710004 NPSN : 10114183

Nomor : B- 565/Mts.01.07.4/TL.00/12/2024 13 Desember 2024
Lampiran : -
Penihal : Telah Melakukan Penelitian Ilmiah Mahasiswa

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
di -
Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan surat dari Universitas Islam Negeri Ar-Raniry Nomor : B-10277/Un/08/FTK.1/TL.00/12/2024, tanggal 11 Desember 2024, perihal Penelitian Ilmiah Mahasiswa, maka dengan ini kami sampaikan bahwa:

N a m a : Salwa Inayatillah
N I M : 190203139
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jln. Tgk. Dibrang Komplek Ruzi Indah No. 20 Desa Rukoh
Kec. Syiah Kuala Kota Banda Aceh

Telah selesai melaksanakan penelitian Ilmiah Mahasiswa dan mengumpulkan bahan dalam rangka penulisan Skripsi dengan judul : "The Effectiveness Of Digital Classroom Learning In Increasing Students' Interest And Motivation In English Learning At MTsN 4 Banda Aceh".

Demikian surat keterangan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.


Kepala,

Drs. Ihsan, M. Pd
NIP. 196902081994031003

Tembusan :
Kepala Kantor Kementerian Agama Kota Banda Aceh.

Appendix D: Data Excel (interest and motivation)

No	RESPONDEN	MINAT															JU ML AH	MAI	%	% RATA2
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				
1	AA	3	3	2	3	4	2	3	3	3	2	3	2	4	2	4	43	60	71.66666667	76.71875
2	AFA	4	4	3	3	4	3	3	4	3	3	2	4	3	3	3	49	60	81.66666667	
3	AAK	4	2	3	3	3	3	2	2	3	3	3	2	2	2	2	39	60	65	
4	AYA	3	3	3	4	3	4	2	3	3	3	3	3	3	3	3	46	60	76.66666667	
5	AJP	3	3	3	3	3	3	3	3	3	4	3	3	4	3	3	47	60	78.33333333	
6	AZA	4	2	2	2	4	4	3	2	4	2	4	2	4	4	4	47	60	78.33333333	
7	DK	3	3	3	3	3	4	3	4	3	4	3	3	4	3	3	49	60	81.66666667	
8	DA	3	4	3	3	4	4	4	4	3	4	4	4	3	3	4	54	60	90	
9	FSA	3	3	2	3	4	2	2	2	3	3	3	2	3	3	2	40	60	66.66666667	
10	FSA	3	3	3	4	3	3	3	2	3	3	3	3	4	3	3	46	60	76.66666667	
11	FAL	3	3	3	3	3	3	3	2	3	3	3	4	3	3	3	45	60	75	
12	GN	2	2	3	3	3	3	2	2	3	3	2	3	3	3	3	40	60	66.66666667	
13	GT	4	4	3	3	3	3	2	3	2	3	3	3	3	3	3	45	60	75	
14	HF	3	3	3	4	3	3	4	3	3	3	3	3	4	3	3	48	60	80	
15	KNA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	60	75	
16	KWR	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3	43	60	71.66666667	
17	MA	3	3	3	3	3	3	4	3	3	3	3	3	3	4	3	47	60	78.33333333	
18	MAA	4	3	3	3	4	3	3	3	2	3	3	4	3	4	3	48	60	80	
19	MR	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	44	60	73.33333333	
20	MSA	4	3	3	4	3	4	3	3	4	3	3	4	4	3	3	51	60	85	
21	NMU	3	2	3	3	4	2	4	3	4	2	3	3	3	2	3	44	60	73.33333333	
22	NMU	4	4	4	4	3	4	4	4	3	4	3	4	4	4	4	57	60	95	
23	NH	3	3	3	4	4	2	3	3	3	3	3	4	2	3	3	46	60	76.66666667	
24	PH	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	47	60	78.33333333	
25	RB	3	2	3	2	3	2	3	3	3	3	3	3	3	2	3	41	60	68.33333333	
26	RF	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	60	75	
27	SD	3	3	3	3	2	3	2	2	3	2	2	2	3	3	2	38	60	63.33333333	
28	SH	3	4	2	3	4	4	3	3	4	3	2	3	4	2	3	47	60	78.33333333	
29	SMR	4	3	3	3	4	3	3	4	3	3	3	3	3	3	4	49	60	81.66666667	
30	SY	4	3	3	3	4	4	3	2	3	2	3	3	3	3	4	47	60	78.33333333	
31	TRA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45	60	75	
32	ZH	3	3	4	4	3	3	3	3	4	3	3	3	4	4	4	51	60	85	
JUMLAH		105	95	93	102	106	99	95	93	99	94	94	98	104	96	100	###			
SKOR		60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60			
%		175	158	155	170	177	165	158	155	165	157	157	163	173	160	167				
% RATA2		163.6666667																		

AR - RANIRY

Appendix E: Instrument (Questionnaire)

INSTRUMEN MINAT BELAJAR SISWA

Petunjuk Pengisian Angket Motivasi dan Minat Belajar

1. Tulislah identitas terlebih dahulu pada kolom yang telah disediakan.
2. Bacalah setiap pernyataan dengan cermat
3. Pilihlah salah satu jawaban dari pernyataan-pernyataan yang tersedia dengan keadaan adik - adik yang sesungguhnya dengan memberikan tanda centang (✓) dengan ketentuan sebagai berikut:

SS : Jika Anda **Sangat Setuju** dengan pernyataan

S : Jika Anda **Setuju** dengan pernyataan

TS : Jika Anda **Tidak Setuju** dengan pernyataan

STS : Jika Anda **Sangat Tidak Setuju** dengan pernyataan

Contoh :

No	Pernyataan	SS	S	TS	STS
1	Tugas mata pelajaran Bahasa Inggris		✓		

1.1 Identitas Responden

Nama :

Jenis Kelamin : ☐ Laki-laki ☐ Perempuan

Kelas :

No	Pernyataan	Alternatif Jawaban			
		SS	S	TS	STS
1.	Saya merasa senang mempelajari Bahasa Inggris di kelas ini dengan menggunakan Jelajah Ilmu.				
2.	Saya tertarik mengikuti pelajaran Bahasa Inggris di kelas ini karena menggunakan Jelajah Ilmu.				
3.	Saya antusias mencoba aktivitas pembelajaran Bahasa Inggris di kelas ini dengan Jelajah Ilmu.				
4.	Jelajah Ilmu membuat proses belajar Bahasa Inggris saya di kelas ini menjadi lebih menyenangkan.				
5.	Saya suka ketika guru menggunakan Jelajah Ilmu				

	untuk mengajar Bahasa Inggris di kelas ini.				
6.	Di kelas ini, Saya sering menggunakan berbagai media (video, buku, internet) yang didukung oleh Jelajah Ilmu dalam pembelajaran Bahasa Inggris.				
7.	Saya terlibat aktif dalam kegiatan pembelajaran Bahasa Inggris di kelas ini saat menggunakan Jelajah Ilmu.				
8.	Saya sering mencari sumber belajar Bahasa Inggris tambahan di dalam kelas ini untuk memperdalam materi dari Jelajah Ilmu.				
9.	Saya suka berdiskusi dengan teman saat pembelajaran Bahasa Inggris menggunakan Jelajah Ilmu di kelas ini.				
10.	Jelajah Ilmu membuat saya di kelas ini jadi lebih sering membaca atau mempelajari materi Bahasa Inggris tambahan.				
11.	Saya merasa pembelajaran Bahasa Inggris di kelas ini dengan Jelajah Ilmu relevan dengan kebutuhan saya.				
12.	Saya percaya bahwa kemampuan Bahasa Inggris saya di kelas ini menggunakan Jelajah Ilmu dapat membantu saya di kehidupan sehari-hari.				
13.	Saya percaya dengan menggunakan Jelajah Ilmu di kelas ini dapat membantu pembelajaran Bahasa Inggris saya mencapai cita-cita.				
14.	Jelajah Ilmu membuat saya merasa materi pelajaran Bahasa Inggris di kelas ini lebih mudah dipahami.				
15.	Saya merasa penggunaan Jelajah Ilmu di kelas ini membantu saya mempersiapkan diri dalam menguasai pembelajaran Bahasa Inggris untuk masa depan.				

Appendix E: Jelajah Ilmu Platform

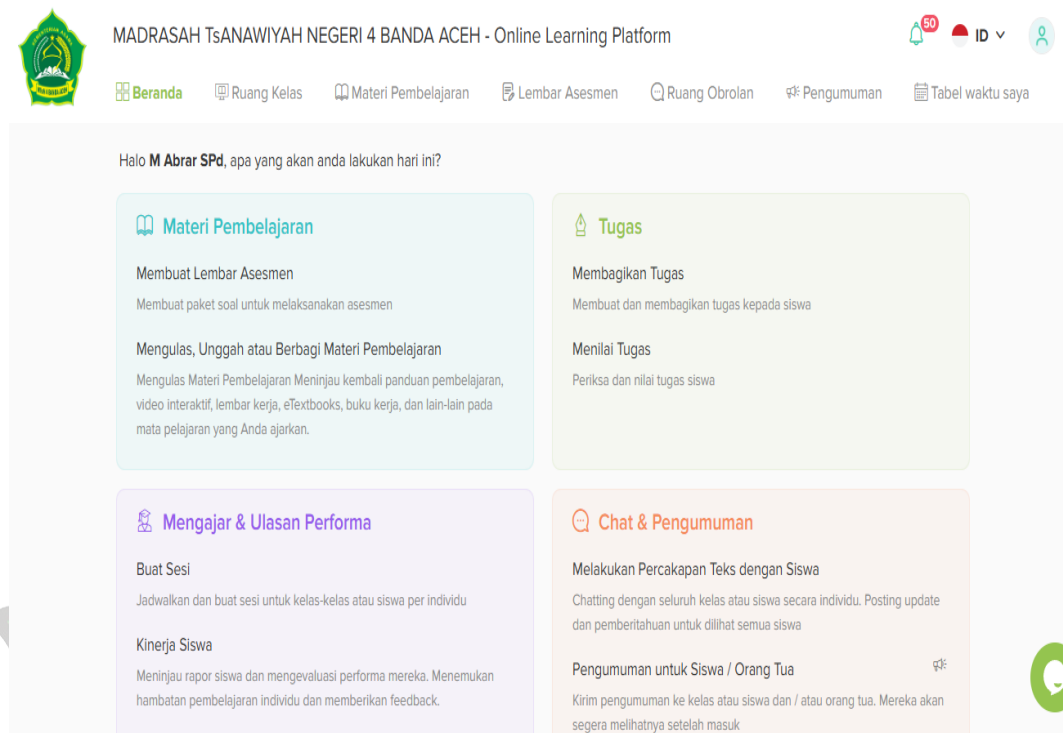


Figure 1.1 Homepage of platform Jelajah Ilmu

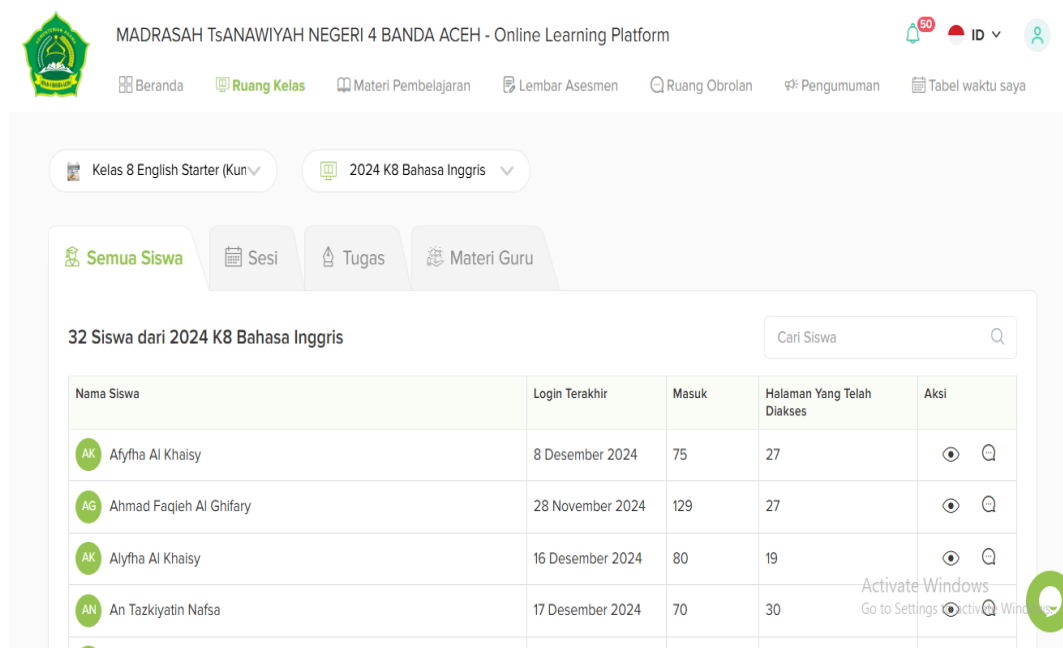


Figure 1.2 Students access history

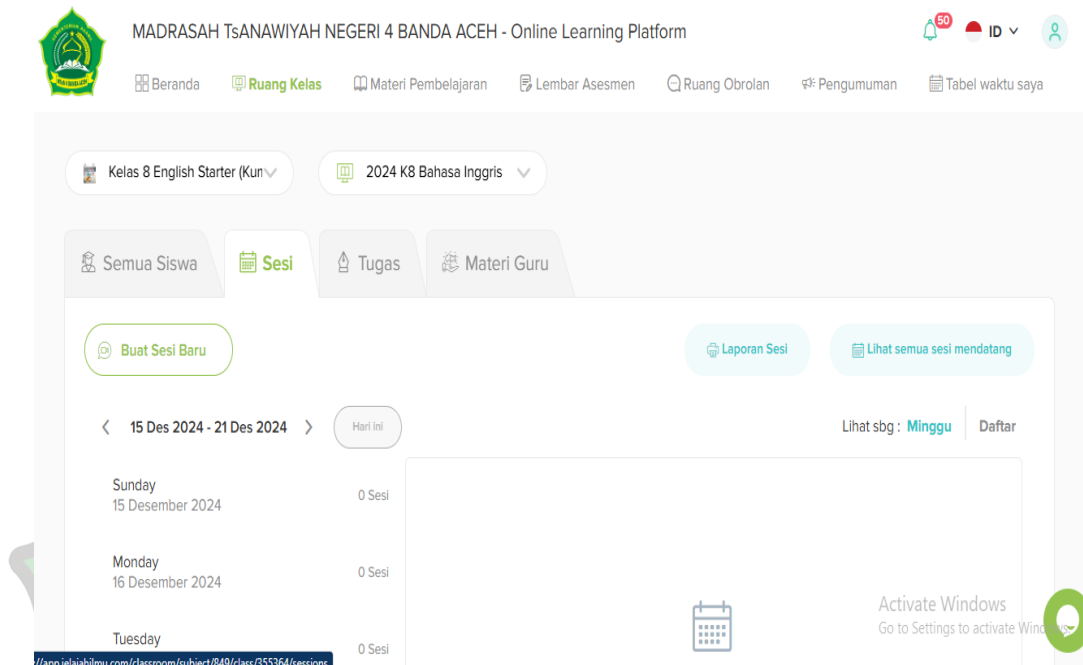


Figure 1.3 Classroom Session

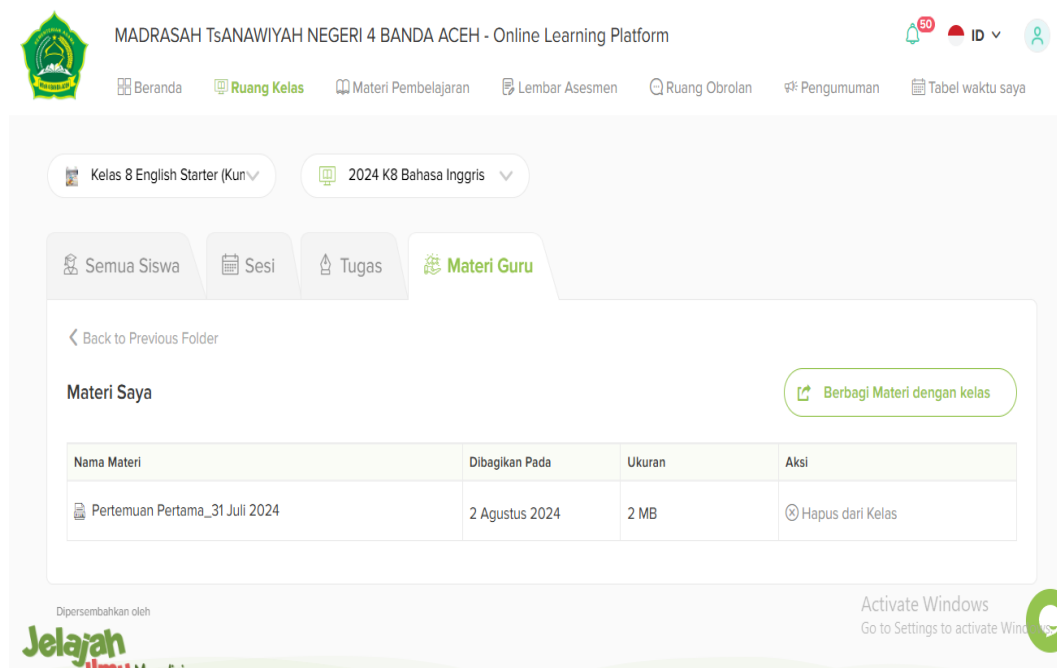


Figure 1.4 Teacher teaching materials

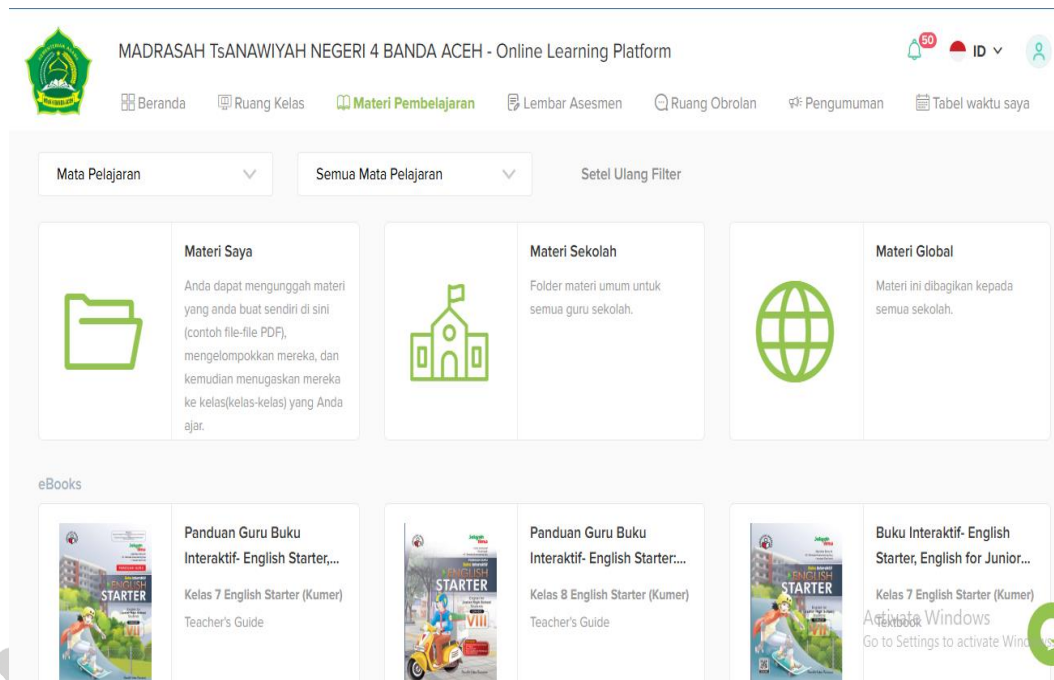


Figure 1.5 Source of learning materials.

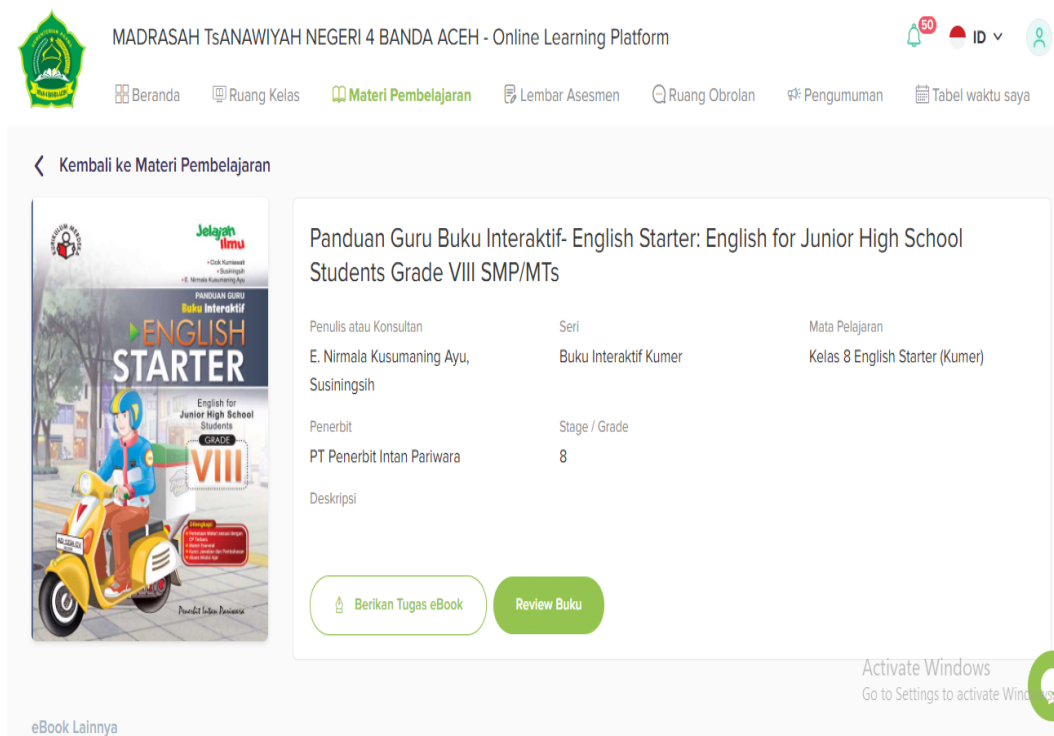


Figure 1.6 Example of source materials (books) available on the platform.

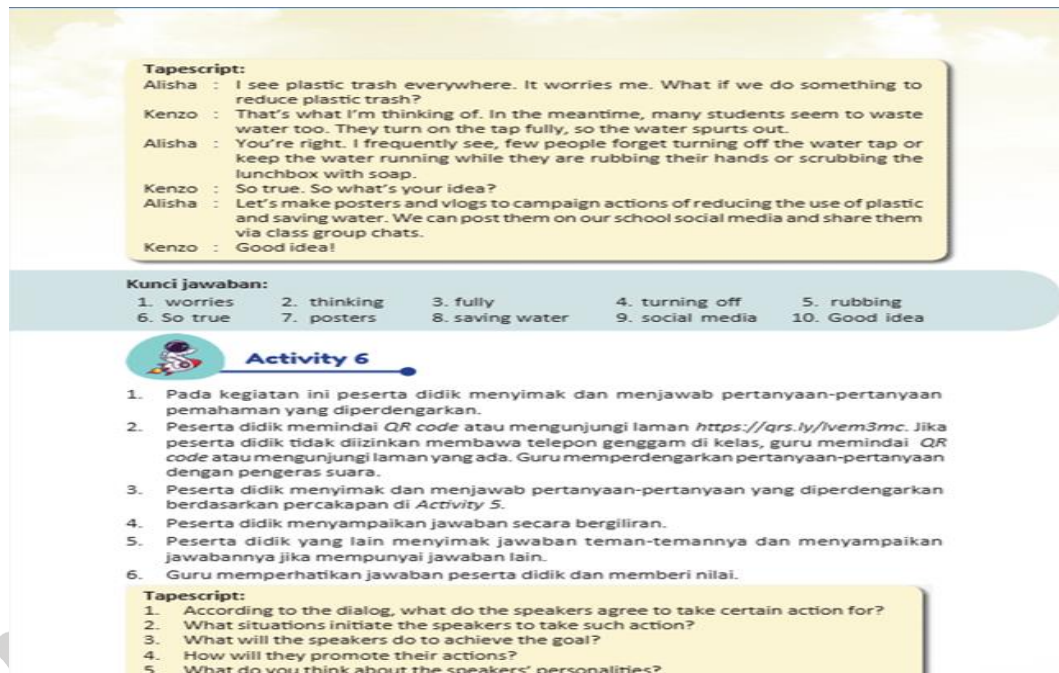


Figure 1.7 Example of book contents

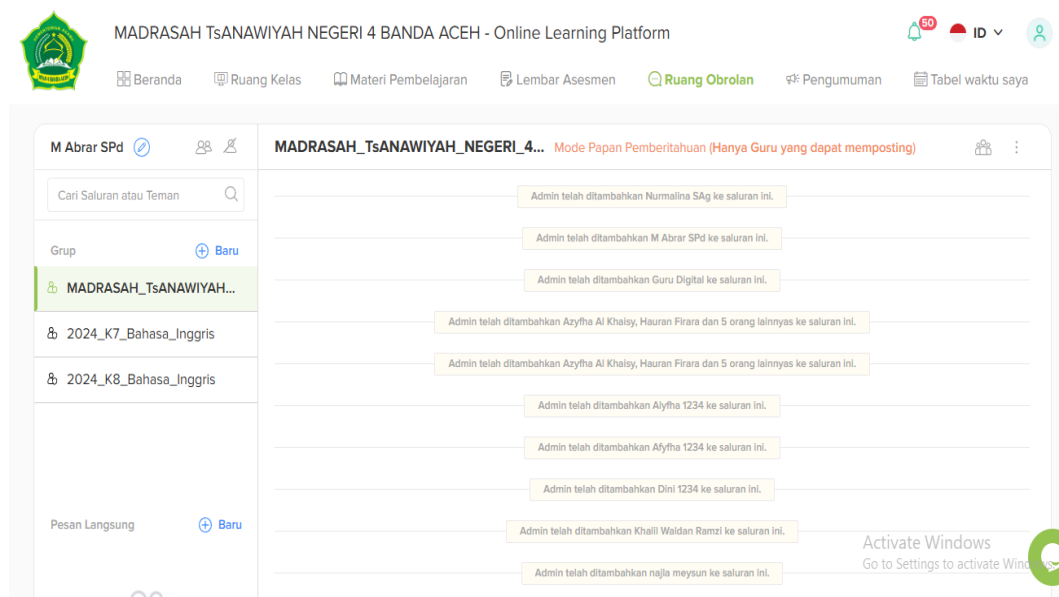


Figure 1.8 Chat room for complaints if there are problems in using the Jelajah Ilmu platform.

Appendix F: Research documentation photos





AUTOBIOGRAPHY

1. Name : Salwa Inayatillah
2. Place / Date of Birth : Banda Aceh, August 4th 2001
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Rukoh, Darussalam, Banda Aceh.
7. Email : Salwainayatillah08@gmail.com
8. Occupation : Student of English Language Education of Ar-Raniry Islamic State University
9. Parents
 - a. Father's Name : Husnizar
 - b. Mother's Name : Nurmalina
 - c. Father's Occupation : Lecturer
 - d. Mother's Occupation : Teacher
10. Address : Rukoh, Darussalam, Banda Aceh.
11. Educational Background
 - a. Elementary School : SDN 69 Banda Aceh
 - b. Junior High School : MTsN 4 Banda Aceh
 - c. Senior High School : SMAN 5 Banda Aceh
 - d. University : UIN Ar-Raniry Banda Aceh

