

## Analysis Of Smart Board Tv Utilization On Learning Interest Of Grade V Students At SDN 3 Gondang In 2025/2026

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### Abstract

*This research is motivated by the low learning interest of fifth-grade students at SDN 3 Gondang due to learning that still uses conventional methods and media, causing students to become bored quickly and pay less attention to the teacher. The aims of this research are to describe how teachers apply the TV Smart Board in learning, analyze its impact on students' learning interest, and explain the obstacles in its implementation. This research uses a qualitative descriptive approach with subjects consisting of fifth-grade students (22 students), the fifth-grade teacher, and the principal. Data were collected through observation, interviews, and documentation from June 8-15, 2026, then analyzed using the Miles and Huberman model and tested for validity through source, technique, and time triangulation. The results showed that the application of the TV Smart Board is carried out through four stages: preparation, implementation, student involvement, and overcoming obstacles. The impact is very positive on students' learning interest, including increased attention, enjoyment, interest, participation, engagement, and learning motivation. The obstacles faced include technical obstacles (complicated preparation, network and device disruptions, limited number of devices), obstacles from the student side (excessive enthusiasm, motor difficulties, lack of courage, differences in interest), and obstacles from the teacher side (limited competence, suboptimal learning design, limited preparation time, lack of technical maintenance). In conclusion, the TV Smart Board has a positive impact on increasing students' learning interest, although there are still various obstacles that need to be overcome through improving teacher competence, adding infrastructure, and providing more adequate technical support from the school*

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## 1. INTRODUCTION

Effective and meaningful learning is the primary foundation for achieving national education goals. One crucial component determining the success of the learning process is learning media. Learning media acts as a communication bridge between teachers and students, activating the thoughts, feelings, and desires of learners, thus triggering an optimal learning process (Daniyati et al., 2023). Through media, abstract learning materials can be concretized, educational messages can be conveyed more clearly, and students can gain a more meaningful learning experience. The importance of learning media in elementary schools is increasingly apparent because students at this level are still in the concrete thinking stage and are unable to fully grasp abstract concepts without the aid of appropriate visualization (Nurfathi & Wuriasih, 2023).

However, the reality on the ground shows that many teachers still haven't utilized learning media to their full potential. Most educators still rely on conventional methods and media such as lectures and blackboards, which are less effective at capturing students' attention and actively engaging them in the learning process. However, a conducive learning environment and the use of appropriate media play a crucial role in fostering student interest, as elementary school students still require concrete visualizations to understand the material presented. This situation leads to students quickly becoming bored, losing focus, and ultimately showing low interest in learning (Hasan et al., 2021).

Interest in learning is an internal factor that significantly determines a student's success in education. Interest in learning is a driving force behind students' pursuit of knowledge, stemming from a sense of interest, joy, and a strong desire to expand their knowledge (Furqon, 2024). Students with a strong interest in learning demonstrate a deep interest in the subject, focus on the learning process, have a strong drive to learn, and possess extensive knowledge of the subject matter, as well as an understanding of the benefits of learning in everyday life (Latipah, 2022).

This ideal condition has not been fully achieved at SDN 3 Gondang, especially in grade V. Based on the results of initial observations conducted, it was found that the learning interest of grade V students was still relatively low. This baseline condition was documented systematically through a structured pre-observation carried out over three learning sessions prior to the study, referring to the indicators of learning interest proposed by Furqon (2024), namely attention, enjoyment, interest, participation, and involvement. The pre-observation results showed that of the 22 students in grade V, only about 5 students (22.7%) consistently met the attention indicator and were seen paying serious attention when the teacher explained the material, while the majority of students showed low scores on the enjoyment and participation indicators as well. The rest were engaged in other activities such as chatting, daydreaming, or playing with stationery. When the teacher asked questions, only a few students responded. The Grade V teacher at SDN 3 Gondang still used the lecture and whiteboard method, without interactive visual media, which caused the classroom atmosphere to feel monotonous (Ayun & Wulandari, 2025).

Amidst these challenges, SDN 3 Gondang received a TV Smart Board from the Ministry of Primary and Secondary Education at the end of 2025. A TV Smart Board is a large, interactive touchscreen device that combines the functions of a whiteboard, a projection screen, and a computer interface (Rahayu & Makmur, 2024). The presence of this technology presents a significant opportunity to deliver a dynamic and interactive learning experience. However, initial observations revealed that its utilization still faces various obstacles, such as limited teacher competency, internet network issues, and a limited number of devices (Layarani et al., 2025).

Previous studies, such as those conducted by Fitriani et al. (2024), Liani & Tyas (2025), and Salmawati et al. (2025), mostly used a quantitative or R&D approach to measure the effectiveness or feasibility of smart boards. Therefore, the novelty of this study lies in the descriptive qualitative approach that deeply explores the meaning of teachers' and students' experiences in using TV Smart Boards in rural areas, as well as how this technology affects students' daily learning interest indicators. The purpose of this study is to describe the implementation of TV Smart Boards, analyze their impact on students' learning interest, and identify obstacles encountered in the implementation process in grade V of SDN 3 Gondang.

## **2. RESEARCH METHODS**

This research uses a qualitative, descriptive approach. Descriptive qualitative research aims to describe naturally occurring phenomena, focusing on analyzing textual data and interview results to uncover the meaning of a phenomenon without manipulating variables (Sugiyono, 2022). This approach was chosen to concretely demonstrate how the use of Smart Board TVs impacts students' learning interests in the field.

The research was conducted at SDN 3 Gondang in the even semester of the 2025/2026 academic year, located in Gondang District, North Lombok Regency, West Nusa Tenggara. The

subjects were 22 fifth-grade students, one fifth-grade teacher, and the principal as the primary informant to explore the school's policies regarding digital facilities.

The data used consisted of primary and secondary data (Sulung et al., 2024). Primary data were collected through passive participatory observation of the teaching and learning process using a Smart Board TV, as well as in-depth interviews with the principal, fifth-grade teachers, and student representatives. Secondary data consisted of lesson plan documentation, teaching journals, and photographs of learning activities (Abubakar, 2021; Widoyoko, 2021).

The observation technique used a structured observation sheet developed based on indicators of learning interest, namely attention, enjoyment, interest, participation, and involvement (Furqon, 2024), which was completed by the researcher during each learning session using the Smart Board TV. The interview technique used a semi-structured interview guide containing a series of open-ended questions related to the implementation process of the Smart Board TV, students' responses, and the obstacles encountered, which was directed at the principal, the fifth-grade teacher, and student representatives. Both instruments were developed with reference to instrument construction procedures (Widoyoko, 2021) and were reviewed for content suitability with the research focus before being used in the field.

Data analysis was conducted using the Miles and Huberman interactive model (Sugiyono, 2022), which includes the stages of data collection, data reduction, data display, and conclusion drawing (verification). To ensure the validity and reliability of the results, the researchers used data validity tests in the form of source triangulation (comparing teacher, student, and principal data), technical triangulation (combining observation, interview, and documentation results), and time triangulation.

### 3. RESULTS AND DISCUSSION

#### 1. Implementation of Smart Board TV in the Learning Process

Based on observations and interviews, fifth-grade teachers at SDN 3 Gondang have implemented Smart Board TVs as the primary learning medium for several subjects, particularly science and mathematics, with usage frequency approximately three times a week. The preparation phase begins with moving the 65-inch device from the office into the classroom, which takes approximately 10–15 minutes (Mustafa et al., 2025). Teachers turn on the device, connect it to the internet using WiFi or a LAN cable, and open previously prepared materials such as PowerPoint presentations, videos, or interactive applications (Daryanto & Karim, 2022).

In practice, teachers actively engage students in accordance with a constructivist approach. Rather than simply using the Smart Board TV as a one-way display, teachers instruct students to come forward, touch the screen, and operate the device independently. For example, in mathematics fractions, students visually resize diagrams using the touchscreen. In science lessons on the solar system, students are asked to point to moving planets in a three-dimensional animation. This aligns with the media function emphasized by Daniyati et al. (2023), where media must stimulate interactivity and arouse student interest.

However, infrastructure limitations, such as the availability of one Smart Board TV unit for the entire school, require a rotating schedule for use between classes. This requires fifth-grade teachers to be more prepared to anticipate teaching schedules and align devices with lesson plans (Suryani et al., 2021). Despite the challenging transition, teachers' enthusiasm is evident in their initiative to arrive 15-20 minutes early to ensure learning is not disrupted (Riyadi & Pujiastuti, 2023).

#### 2. The Impact of Smart Board TV Implementation on Learning Interest

The analysis results show that the implementation of the Smart Board TV had a very significant positive impact on student learning interest indicators. First, in terms of attention, 18 of the 21 students observed were seen fully focused on the material. Student focus increased dramatically thanks to visual stimulation in the form of animations and colorful elements, which reduced boredom in class. This finding reinforces Furqon (2024), who explains that attention

is the initial indicator of learning interest that emerges when a strong external stimulus, such as visual media, is present to draw students' focus toward the learning object.

Second, regarding enjoyment, the classroom atmosphere drastically changed, becoming more cheerful. Students frequently cheered when the device was turned on. Eighteen students displayed smiles and enthusiasm throughout the lesson. This finding is consistent with Latipah (2022), who states that learning media carries an emotional function in which positive emotional responses arising during the learning process strengthen children's cognitive retention, so that the enjoyment shown by students in this study can be interpreted as a sign of a meaningful emotional engagement process.

Third, students' interest in the material increased. Approximately 19 students expressed their curiosity by actively asking questions about what was displayed on the screen. In interviews, several students revealed that they enjoyed the lesson because of the Smart Board TV. This is in line with the findings of Widyartini (2024), who proves that interactive media can act as an external factor that sparks students' intrinsic motivation and curiosity toward the material being studied.

Fourth and fifth, indicators of participation and engagement were evident in the 16 students who voluntarily took notes on the digital board and scrambled to come to the front of the class to answer interactive quizzes. This phenomenon is highly relevant to Csikszentmihalyi's Flow Theory, where students achieve a balance between challenge and skill. The immediate feedback from the device when students tapped on the correct or incorrect answer on the screen created a highly enjoyable "time-lapse" state, motivating students to continue practicing. This finding supports Prawira (2021), who explains that immediate feedback within the flow experience plays a key role in sustaining students' motivation to remain actively involved in a learning task.

### **3. Obstacles in Implementing Smart Board TVs**

Despite its positive impacts, the use of Smart Board TVs in rural areas still faces various challenges. Technical constraints are a major concern, including frequent interruptions in internet network stability, which can cause learning apps to freeze or slow screen response. This obstacle corresponds with Malamtiga (2024), who identifies network instability as one of the most common technical barriers in the digitalization of learning media at the elementary school level. In addition, limited facilities, with only one TV Smart Board unit for the whole school, also limit teachers' innovation, a condition similar to that reported by Layaranani et al. (2025) regarding the constraints of digital transformation through flat panel display media in schools with limited facilities.

From a student perspective, excessive enthusiasm often leads to multiple children competing to touch the screen simultaneously (multitouch overload), confusing the device and making it respond inaccurately. Conversely, a handful of students still have motor skills difficulties and lack the confidence to present themselves in front of the class for fear of making mistakes on the large screen (Nurkhofifah, 2022).

Meanwhile, a crucial obstacle for teachers lies in uneven technological competency. Teachers admit their competency is limited to basic operations, despite the device's advanced features for designing complex educational games. Teachers' limited time to develop digital teaching materials amidst the demands of a busy curriculum also means that the use of these interactive features is sometimes suboptimal (Susilana & Fitriani, 2022; Darmawan, 2022). As a solution, teachers have found ways to address this by preparing offline materials, self-studying via YouTube, and establishing clear rotational rules for students.

## **4. CONCLUSION**

Based on the analysis, it can be concluded that the implementation of the TV Smart Board in grade V of SDN 3 Gondang was carried out through thorough preparation and interactive student engagement strategies. The use of this device has had a very positive impact on increasing student interest in learning, as evidenced by a surge in indicators of attention, enjoyment, interest,

participation, and involvement, in line with the principles of Flow Theory. However, its implementation is still faced with technical obstacles such as internet network instability, limited number of units, uncontrolled student enthusiasm, and the lack of in-depth training for teachers to master advanced digital learning design. Continuous support is needed from the school and related agencies to complete infrastructure and provide regular training to optimize the potential of digital media in elementary education.

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