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Utilization of Smart Board-Based Interactive Learning Media in Increasing Student Activeness in Indonesian Language Subjects SMP Negeri 1 Baranti

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Abstrak : Penelitian ini bertujuan untuk mendeskripsikan pemanfaatan media pembelajaran interaktif berbasis Smart Board dalam meningkatkan keaktifan siswa pada mata pelajaran Bahasa Indonesia di SMP Negeri 1 Baranti. Latar belakang penelitian ini adalah rendahnya partisipasi aktif siswa kelas VII dalam pembelajaran teks deskripsi, di mana siswa cenderung pasif dan mudah bosan dengan metode konvensional. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik observasi, wawancara, dan dokumentasi. Subjek penelitian adalah siswa kelas VII.2 dan guru Bahasa Indonesia. Hasil penelitian menunjukkan bahwa pemanfaatan Smart Board sebagai media interaktif mampu meningkatkan keaktifan siswa, ditandai dengan meningkatnya frekuensi siswa menjawab pertanyaan, partisipasi dalam diskusi kelompok, dan keterlibatan dalam menuliskan jawaban di layar interaktif. Meskipun demikian, terdapat kendala teknis berupa kesiapan perangkat dan penyesuaian waktu pembelajaran. Penelitian ini menyimpulkan bahwa integrasi Smart Board dalam pembelajaran Bahasa Indonesia memberikan dampak positif terhadap keaktifan siswa, namun memerlukan dukungan infrastruktur dan kompetensi guru yang memadai.

Kata Kunci: Smart Board, Media Interaktif, Keaktifan Siswa, Bahasa Indonesia

Abstract: This study aims to describe the utilization of Smart Board-based interactive learning media in increasing student activeness in Indonesian Language subjects at SMP Negeri 1 Baranti. The background of this research is the low active participation of grade VII students in learning descriptive texts, where students tend to be passive and easily bored with conventional methods. The study employs a descriptive qualitative approach with observation, interviews, and documentation techniques. The research subjects are students of class VII.2 and an Indonesian Language teacher. The results show that the utilization of Smart Board as an interactive medium is able to increase student activeness, indicated by the increased frequency of students answering questions, participating in group discussions, and engaging in writing answers on the interactive screen. Nevertheless, there are technical obstacles in the form of device readiness and adjustment of learning time. This study concludes that the integration of Smart Board in Indonesian Language learning has a positive impact on student activeness, but requires adequate infrastructure support and teacher competence.

Keywords: Smart Board, Interactive Media, Student Activeness, Indonesian Language

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Introduction

Learning Indonesian Language at the Junior High School (SMP) level has its own challenges, especially in building active student engagement. This subject is often considered monotonous and text-centered, causing students to be passive and lose interest. Based on preliminary observations conducted at SMP Negeri 1 Baranti, it was found that the low interest and motivation to learn among students, especially grade VII, is the main problem. Some students still exhibit behavior similar to when they were in elementary school, tending to prefer being outside the classroom, playing in the field, or joking around during the learning process. This finding indicates the need for classroom management strategies and more innovative media approaches to increase student interest, discipline, and involvement.

The development of information and communication technology has opened great opportunities for learning transformation. One innovation that is beginning to be adopted is the interactive whiteboard or Smart Board. A Smart Board is a touch screen board that projects a computer or laptop display through a projector, enabling direct interaction between users and digital content. This media does not merely replace conventional whiteboards but offers a more dynamic, visual, and participatory learning experience. In the context of Indonesian Language learning, Smart Board can be used to display text, images, audio, video, and interactive quiz applications that can stimulate students' responses directly.

The urgency of utilizing this interactive media is in line with the findings of various studies showing that the use of appropriate learning media can help students improve their learning motivation. Learning media functions as a tool to channel messages, stimulate interest, and create a more effective learning process. Specifically for Smart Board, previous research shows that this media is effective in increasing student interest and learning outcomes because it is able to create a more visual and interactive learning environment. However, the utilization of Smart Board in schools in Indonesia, especially in areas such as Sidenreng Rappang, is still not optimal. Many teachers have not utilized the full potential of this device, or even lack access to it.

SMP Negeri 1 Baranti is one of the schools that has been equipped with Interactive Smart Board facilities in several classrooms. Based on the observation report, one classroom has been equipped with an interactive screen and projector that can support the learning process. However, the utilization of these facilities has not been fully integrated into a systematic learning design. The Indonesian Language teacher at the school is recorded to have used digital pamphlet media, e-books, and interactive screens in learning descriptive texts. Nevertheless, there has been no in-depth study on the extent to which this media contributes to increasing student activeness.

Student activeness is an important indicator in learning success. Active students tend to have better understanding, higher critical thinking skills, and more satisfying learning outcomes. In Indonesian Language learning, activeness can be realized through activities such as asking questions, answering, discussing, presenting work results, and writing ideas. Therefore, media that can facilitate two-way interaction between teachers and students, as well as among students, is needed. Smart Board, with its ability to display multimedia content and

receive direct input from users, has the potential to be a catalyst for such activeness.

Based on this background, this study is formulated to answer the question: How is the utilization of Smart Board-based interactive learning media in increasing student activeness in Indonesian Language subjects at SMP Negeri 1 Baranti? The purpose of this study is to describe the process of utilizing Smart Board, identify supporting and inhibiting factors, and analyze its impact on student activeness. The results of this study are expected to provide practical contributions for teachers in designing more innovative learning, as well as become a reference for other schools that wish to integrate similar technology.

LITERATURE REVIEW

1. Interactive Learning Media

Learning media is defined as anything that can be used to convey messages from sender to receiver so as to stimulate students' thoughts, feelings, attention, and interest in such a way that the learning process occurs. In the modern context, learning media is no longer limited to simple teaching aids but has developed into digital technology-based media that enables reciprocal interaction. Interactive learning media is media that combines audio, visual, and text elements and provides opportunities for users to interact actively with the content presented.

Syamsunir and Agussalim (2021) emphasized that the use of appropriate learning media can help students improve their learning motivation. Visually attractive and easy-to-operate media will reduce students' cognitive load, allowing them to focus more on essential material. In Indonesian Language learning, interactive media can take the form of digital quiz applications, learning videos, multimedia presentations, and interactive whiteboards. Media selection must be adjusted to the characteristics of the material, learning objectives, and student conditions.

2. Smart Board as Learning Media

Smart Board or interactive whiteboard is a technological device that combines the function of a conventional whiteboard with computer capabilities. This device allows users to write, draw, and manipulate digital objects directly on the screen surface using a special pen or even finger touch. According to Wahidah (2026), Smart Board offers interactive learning that can improve early childhood engagement in numeracy and cognition. In a broader context, Smart Board can be a bridge between traditional teaching methods and 21st-century learning that emphasizes collaboration and creativity.

Research by Azzahra et al (2025). on the effect of using Smart Board on elementary school students' learning outcomes shows that this media has a positive impact on material understanding. Students feel more interested and motivated when learning is presented with dynamic visuals and activities involving movement. In addition, Smart Board allows teachers to save learning notes, access internet resources directly, and provide real-time feedback. However, the effectiveness of Smart Board highly depends on the teacher's competence in integrating it into the lesson plan. Without careful planning, Smart Board will only become an expensive projector that does not provide significant added value.

3. Student Activeness in Indonesian Language Learning

Student activeness is one of the main principles in constructivist learning. Students are not viewed as empty vessels passively receiving information but as subjects actively constructing knowledge through interaction with the learning environment. In Indonesian Language learning, activeness can be measured through indicators such as: (1) frequency of asking and answering teacher questions; (2) participation in group discussions; (3) ability to express opinions or present; (4) involvement in writing tasks; and (5) enthusiasm in following the learning process.

The low activeness of students is often caused by monotonous teaching methods and non-varied media. Teachers who dominantly use lecture methods and conventional whiteboards tend to make students bored and lose focus. Therefore, strategies that can arouse learning enthusiasm are needed, one of which is through the utilization of interactive media. Media such as Smart Board can facilitate student-centered learning, where students are encouraged to interact directly with the material, whether through interactive quizzes, educational games, or digital simulations.

4. Relevant Research

Several previous studies have examined the effectiveness of interactive learning media in increasing student activeness and learning outcomes. Hikmah D et al (2023). found that the use of Canva-based media affects the learning outcomes of grade XI students in Citizenship Education. Although different in media type, the principle is the same: attractive visual media can increase students' attention and understanding. Another study by Sukarto (2025). developed Android-based learning media (PAKIS) and obtained very high validation results (87% from media experts, 93% from student responses), indicating that digital interactive media can be well received by students.

Specifically for Smart Board, research by Sari et al (2026). highlighted the utilization of Interactive Flat Panel (IFP)/Smartboard as interactive learning media in elementary schools, showing increased student engagement in learning. This finding is reinforced by a study showing that Smartboard-based interactive media significantly increases elementary school students' interest and mathematics achievement. Thus, it can be concluded that Smart Board has great potential to be adapted in Indonesian Language learning, especially for materials requiring visualization and interaction, such as descriptive texts, procedures, or poetry.

METHOD

1. Type and Approach of Research

This study uses a descriptive qualitative approach. This approach was chosen because the purpose of the study is to describe in depth the phenomenon of Smart Board utilization in Indonesian Language learning and its impact on student activeness. The data collected are in the form of words, images, and observed behaviors, not statistical numbers. Qualitative research allows researchers to understand the meaning behind the actions of subjects in their natural context.

2. Location and Subjects of Research

The research was conducted at SMP Negeri 1 Baranti, Sidenreng Rappang Regency, South Sulawesi. The research subjects consisted of

an Indonesian Language teacher and 21 students of class VII.2. The selection of subjects was based on the consideration that the class had used Smart Board in learning descriptive texts and had heterogeneous student characteristics. The Indonesian Language teacher acted as a key informant to explore learning planning and implementation, while students provided data on their experiences and perceptions of using the media.

3. Data Collection Techniques

Data were collected through three main techniques:

- **Observation:** The researcher conducted direct observation of the learning process in the classroom using Smart Board. Observation focused on teacher and student activities, interactions that occurred, and student responses to the media. Observation sheets were used to record the frequency of student activeness (asking, answering, discussing, writing on the board).
- **Interviews:** Semi-structured interviews were conducted with the Indonesian Language teacher and several students selected purposively. Interviews with the teacher explored planning, strategies, obstacles, and evaluation of Smart Board use. Interviews with students explored learning experiences, motivation, and their perceptions of the media.
- **Documentation:** Documents collected included teaching modules/lesson plans, photos of learning activities, and field notes. This documentation served as supporting evidence and to complement observation and interview data.

4. Research Instruments

The main instrument in qualitative research is the researcher themselves. However, to guide data collection, observation guidelines, interview guidelines, and documentation sheets were used. The observation guidelines included indicators of student activeness that had been determined. The interview guidelines contained open-ended questions developed from the research focus. Instrument validity was carried out through expert judgment by the supervising lecturer.

5. Data Analysis Techniques

Data analysis used the Miles and Huberman model consisting of three stages:

- **Data Reduction:** Sorting and simplifying data relevant to the research focus and discarding unnecessary data.
- **Data Display:** Organizing data in the form of narratives, tables, or charts to facilitate understanding.
- **Conclusion Drawing/Verification:** Drawing meaning from the data that has been presented and verifying conclusions with existing evidence.

Data validity was ensured through source triangulation (teacher and students) and technique triangulation (observation, interviews, documentation).

RESULTS AND DISCUSSION

1. General Overview of Smart Board Utilization at SMP Negeri 1 Baranti

SMP Negeri 1 Baranti is a public school equipped with various learning support facilities, including one Interactive Smart Board unit placed in a particular classroom. Based on observation results, the Smart Board is used alternately by several subject teachers, including the Indonesian Language teacher. This facility is equipped with a projector, computer, and internet connection, allowing teachers to access digital content directly.

The Indonesian Language teacher who was the research subject had used Smart Board in learning descriptive texts. Based on the interview, the teacher stated that Smart Board helps in presenting visual material, such as travel pamphlets, images of historical places, and short videos. "With Smart Board, I can directly display images and videos without having to print. Students become more interested," said the teacher.

2. The Process of Utilizing Smart Board in Learning Descriptive Texts

Learning descriptive texts with Smart Board was carried out in three stages: introduction, core activities, and closing. In the introduction stage, the teacher opened the lesson with greetings, prayer, and apperception. The teacher displayed an image of a travel pamphlet on the Smart Board screen and asked students, "What do you see in this image?" This question aimed to provoke students' initial responses and connect the material with their experiences.

In the core activities, the teacher displayed descriptive texts accompanied by supporting images. Students were asked to read the text, then identify linguistic features and text structure. The teacher used the highlight feature on the Smart Board to mark important parts of the text, such as adjectives and comparative sentences. Furthermore, the teacher divided students into small groups (4-5 people) and gave the task of analyzing a travel pamphlet displayed on the screen. Each group was asked to write the results of their analysis on the interactive whiteboard in turn.

In the closing stage, the teacher invited students to reflect on the learning. The teacher displayed the main points of the material again and gave a short quiz using an interactive application integrated with the Smart Board. Students enthusiastically answered questions by pressing buttons or writing answers on the screen.

3. Impact on Student Activeness

Based on observation results, there was an increase in student activeness during learning using Smart Board compared to conventional learning. The activeness indicators observed included:

- **Asking:** Students who asked questions increased from 3 people (previously) to 7 people in one learning session.
- **Answering:** Student participation in answering teacher questions increased significantly. Almost 80% of students raised their hands when the teacher asked a trigger question.
- **Discussing:** Students appeared more active in group discussions when the task involved interaction with Smart Board. They competed to write answers on the screen.
- **Writing on the board:** Students who were usually passive in writing on conventional whiteboards showed enthusiasm when asked to write on Smart Board. They felt like they were "playing" while learning.

Interview results with students confirmed this finding. One student stated, "I prefer learning using Smart Board because I can see images and videos. If asked to write on the board, it doesn't feel boring." Another student added, "The display is attractive, so I don't get sleepy."

4. Supporting and Inhibiting Factors

Supporting Factors:

- **Facility Support:** The school has provided Smart Board and projector that function properly.
- **Teacher Competence:** The Indonesian Language teacher has the willingness to learn and experiment with new technology.
- **Student Enthusiasm:** Students show high interest in visual and interactive media.

Inhibiting Factors:

- **Device Readiness:** Sometimes Smart Board takes a long time to turn on and calibrate, thus consuming learning time.
- **Internet Connection:** Some digital content requires a stable internet connection, while the school network does not fully support it.
- **Limited Number of Devices:** There is only one Smart Board that must be used alternately by many classes, so not all students can use it every day.
- **Technical Skills:** Some students are still awkward in operating Smart Board, especially when writing or drawing.

Discussion

1. Smart Board Utilization Increases Student Activeness

The findings of this study indicate that the utilization of Smart Board significantly increases student activeness in Indonesian Language learning. This is in line with previous research stating that Smartboard-based interactive learning media is effective in increasing student interest and engagement. Smart Board enables more visual and dynamic material presentation, so students do not get bored easily. When students feel interested, they tend to be more focused and actively participate in learning activities.

In the context of learning descriptive texts, Smart Board facilitates visualization of the objects being described. Students can see travel pamphlet images clearly, read text at an enlargeable size, and interact directly with content through zoom and highlight features. This interaction not only improves understanding but also stimulates students' curiosity. The teacher can also provide direct feedback when students write answers on the board, creating effective two-way communication.

The increase in student activeness is also inseparable from the teacher's role in designing learning. Teachers who are creative in utilizing Smart Board features—such as interactive quizzes, educational games, and learning videos—are able to create a fun classroom atmosphere. Conversely, if the teacher only uses Smart Board as a projector to display static text, its impact on student activeness will be minimal. Therefore, teacher training and professional development in utilizing learning technology are key to success.

2. Challenges in Smart Board Integration

Although it has a positive impact, the integration of Smart Board in Indonesian Language learning at SMP Negeri 1 Baranti is not free from challenges. The main challenge is limited infrastructure, such as unstable internet connection and limited number of devices. This is in line with the findings of Wahidah et al. which highlighted that the use of technology in learning still faces obstacles, especially the limited ability of teachers to operate interactive digital media.

Technical obstacles such as long preparation time and screen calibration can reduce learning efficiency. Teachers need to have strategies to overcome this, for example by turning on the device before students enter the classroom or preparing offline content that does not depend on the internet. In addition, the limited number of Smart Boards means not all students get the same learning experience. A school policy is needed to allocate usage time fairly, or to procure more Smart Board units in the future.

Another challenge is the gap in student skills. Some students who are not yet familiar with technology require adaptation time. Teachers need to provide additional guidance to these students so they are not left behind. An inclusive and patient approach is essential to ensure all students can utilize this media optimally.

3. Theoretical and Practical Implications

Theoretically, the findings of this study support constructivist theory which emphasizes the importance of active interaction between students and the learning environment. Smart Board functions as a mediation tool that allows students to construct knowledge through direct experience. This media is also in line with the principles of 21st-century learning which emphasizes collaboration, communication, and critical thinking skills.

Practically, the results of this study provide recommendations for Indonesian Language teachers to further utilize Smart Board in learning. Teachers can develop various interactive activities, such as digital role-playing, collaborative mind mapping, or gamification-based quizzes. Schools also need to improve infrastructure support and provide continuous training for teachers. In addition, this study can serve as a reference for other researchers who wish to examine the effectiveness of Smart Board in other subjects or different educational levels.

4. Limitations of the Study

This study has several limitations. First, the scope of the study is limited to one class and one subject, so the results cannot be generalized widely. Second, the duration of the study is relatively short, so it cannot measure long-term impacts. Third, the data collected is mostly qualitative, so it cannot provide statistical evidence about the magnitude of the effect. Future research is recommended to use experimental or quasi-experimental designs with larger samples and longer periods.

CONCLUSION

Based on the results and discussion, it can be concluded that the utilization of Smart Board-based interactive learning media at SMP Negeri 1 Baranti has a positive impact on student activeness in Indonesian Language subjects. Students showed improvement in asking, answering, discussing, and writing ideas when learning using Smart Board. This media is able to create a more interesting and interactive learning atmosphere, thereby

reducing boredom and increasing student motivation. Teachers also feel the ease of presenting visual material and providing direct feedback.

However, the success of Smart Board integration cannot be separated from challenges, such as limited infrastructure, long preparation time, and gaps in student skills. Therefore, support from various parties, including schools, teachers, and policymakers, is needed to overcome these obstacles. Schools need to provide adequate devices and stable internet connections, while teachers need to continuously develop competence in designing technology-based learning. Thus, Smart Board can be one of the innovative solutions to improve the quality of Indonesian Language learning in the digital era.

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