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Interactive videos and student learning activity in Buddhist religion classes at SMP N 21 Pesawaran

Bayu Kesumo[1], Susanto[2], Widiyanto[3]

[1,2] Buddhist Education Department, Jinarakkhita Buddhist College of Lampung, Indonesia

[3] Buddhist Business and Management Department, Jinarakkhita Buddhist College of Lampung, Indonesia

Email: bayu.kesumo@sekha.kemenag.go.id

Abstract: Teachers play a crucial role in the learning process, not only as conveyors of material, but also as facilitators and motivators to encourage student learning activity. Learning activity is an important indicator of learning success because active students tend to understand the material more easily, engage in critical thinking, and show interest and responsibility for learning. One way to increase learning activity is to use innovative learning media, such as interactive videos. This study aims to determine the effect of using interactive videos on student learning activity and to measure the extent of its influence in Buddhist Education at SMP Negeri 21 Pesawaran. This study used a quantitative approach with a survey method. The research subjects were all Buddhist students, totalling 30 respondents. The data collection instrument used was a questionnaire with a Likert scale, and the data were analysed using simple linear regression techniques. The results showed that there was a positive and significant effect between the use of interactive videos and student learning activity, with a contribution value of 18.6%. This means that the higher the optimisation of interactive video use in the learning process, the higher the students' learning activity. These findings confirm that interactive videos can be an effective and enjoyable learning medium, capable of increasing students' attention, interaction, and engagement during learning. Therefore, it is recommended that teachers consistently and creatively integrate interactive videos into the learning process to achieve maximum learning outcomes.

Keywords: Interactive Video, Learning Activity, Learning Media, Religious Education.

1. Introduction

The learning process is a two-way interaction between educators and learners, according to [1], [2]. Teachers as educators are tasked with teaching, while students as learners are responsible for learning. Learning encompasses interrelated learning and teaching activities, where learning focuses on the role of students in receiving lessons, while teaching emphasises the strategies teachers use in delivering material. These two aspects collaborate in a process where the interaction between teachers and students, as well as between students themselves, takes place dynamically. Learning will be more interesting if teachers have the skills to use media, because in addition to being professional, teachers must also be creative and innovative in supporting student development [1], [3], [4]. Thus, students can develop their creativity and contribute to the

creation of quality education. Innovative teachers will help produce a strong generation of Buddhists with strong character. Learning in the context of formal education aims to systematically guide changes in students in terms of knowledge, skills, and attitudes [3], [5]. During the learning process, interactions are influenced by various factors, such as the learning environment, the role of teachers, facilities and infrastructure, and learning media. According to [6], [7], [8], learning media consists of three main elements: sound, visuals, and movement. Visual elements include lines, images, and symbols that serve to clarify concepts and improve students' understanding of the material being taught. Therefore, the use of appropriate learning media is an important strategy in improving learning effectiveness.

Problems in the learning process are quite diverse and many aspects contribute to this, including the role of a teacher. As an important element in learning activities, the effectiveness of teachers in delivering material is largely determined by how smoothly communication between teachers and students flows. Poor communication can hinder students' understanding and reduce the effectiveness of learning. In addition, one of the obstacles during Buddhist education in schools is the low level of student participation. Studies by [9], [10], [11] show that many students lack motivation, often leave class without permission, and do not complete the tasks assigned by the teacher. The lack of interaction between teachers and students and monotonous lecture methods exacerbate this condition. Conventional teaching methods are uninteresting and lack variety in the delivery of material. As a result, students are unable to grasp and understand the material being taught. On the other hand, the lack of use of learning media also contributes to low student engagement during the learning process.

It is often found that during the learning process, students are less active in following lessons or do not have a high awareness of Buddhist studies. Many students leave the classroom during lessons, do not interact with the teacher, and are reluctant to do their assignments. This is due to the dominance of conventional lecture-based learning methods, which result in monotonous teaching styles and a lack of variety during the learning process. In addition, the lack of use of learning media by teachers further exacerbates the situation. To overcome this problem, innovation in learning methods is needed, one of which is the application of interactive videos. This media can help teachers deliver material in a more interesting and interactive way [12]. The combination of varied sounds and visuals allows students to understand the material better because they not only listen but also see and observe the concepts being explained. Interactive videos also allow information to be presented in a more concrete and easily understandable form, especially for students with visual and auditory learning styles [13], [14]. In addition, interactive videos can increase student engagement in the learning process, so that they are more motivated to learn and more active in class.

Initial observations at SMP Negeri 21 Pesawaran revealed several problems in Buddhist Religious Education. First, it was found that some students often left the classroom during lessons. On average, there were 3–5 students in each class who left the classroom without a clear reason, which affected their consistency in receiving the lesson material. Second, students lacked the ability to solve problems. Second, students lacked

the ability to cooperate in the learning process. Third, there were students who lacked the ability to contribute ideas. Fourth, there was a lack of mutual concern among friends. Based on observations, the lack of interaction between teachers and students resulted in low student participation, with only about 10–20% of students actively asking or answering teachers' questions, while the majority of students only listened without significant involvement in class discussions. Finally, the observations also showed that the learning process did not use innovative learning media. Teachers have not utilised media such as interactive videos or other visual aids that can increase the appeal of learning. In fact, according to Rudy Bretz in [15], learning media that involves sound, visuals, and movement can increase students' absorption of the material being taught. The application of interactive videos is very relevant in Buddhist education, especially for students who still have difficulty understanding the lessons.

Interactive video media can be used to demonstrate concepts, clarify learning messages, and provide more concrete explanations [16]. Interactive videos also allow students to not only hear the material but also see it in various forms. To overcome the above problems, this study will discuss the application of interactive videos in learning. Learning media serve as intermediaries in conveying the information needed in the learning process, thereby facilitating teachers in delivering material and helping students understand and accept lessons more effectively. By applying interactive videos, it is hoped that learning will become more effective and improve the quality of Buddhist education at the junior high school level. Based on the above description, this study aims to determine whether there is an effect of using interactive video on student learning activity in Buddhist education at SMP N 21 Pesawaran and to determine the extent of the effect of interactive video on student learning activity in Buddhist education at SMP N 21 Pesawaran.

2. Method

This study, entitled "The Effect of Interactive Videos on Student Learning Activity in Buddhist Education at SMP N 21 Pesawaran," was designed to facilitate the research process going forward. This study used a quantitative approach with a survey/questionnaire method to answer the research questions [17], [18]. This study began with observations of Buddhist students at SMP N 21 Pesawaran and the research location, as well as gathering information or topics that were urgent to research. Then, the researcher looked for reference sources according to previous experts relevant to this study through academic journals. These journals were used as theories to build a conceptual basis and identify variables in accordance with the research title. This study focused on 30 Buddhist students in grades VII, VIII, and IX at SMP N 21 Pesawaran. Next, the researcher compiled an instrument consisting of 80 statement items from two variables to be distributed to the respondents. However, before conducting the study, the researcher tested the research instrument at SMP N 2 Waway Karya, in East Lampung Regency. After testing the instrument, the researcher processed the data for validity and reliability tests using SPSS (Statistical Package for the Social Sciences) Version 26 to

obtain valid and invalid statement items. After processing the validity test data, 70 valid statement items were obtained to be distributed to the actual research respondents.

3. Results and Discussion

3.1. Interactive Video Instrument Validity Test

Based on the results of the interactive video instrument validity test conducted on 17 April 2025 on 30 respondents using the Statistical Programme for the Social Sciences (SPSS 26) software, the correlation value of the analysis results was compared with the r_{table}value ,obtained at a significance level of 0.05 with a two-tailed test and a total of 30 respondents (df = 28), resulting in an $r_{(table)}$ value of 0.361. Information was obtained from 40 statement items, of which 8 statements were invalid, located at 5, 10, 15, 20 and 25. Several questions were declared invalid after comparison with the rtabel value based on a total of 30 respondents and a significance level of 0.05, which was 0.361. Invalid statement items were found in numbers 5, 10, 15, 20 and 25 < rtabel (0.361). Therefore, these statements were not included in the research data collection process. Of the 35 items that were declared valid, the highest correlation index was 0.643 and the lowest was 0.215.

3.2. Learning Activity Instrument Validity Test

Based on the results of the learning activity instrument validity test conducted on 17 April 2025 on 30 respondents using the Statistical Program for the Social Sciences (SPSS 26) software, the correlation value of the analysis results was compared with the r_{table}obtained at a significance level of 0.05 with a two-tailed test and a total of 30 respondents (df = 28), resulting in an r_{table}value of 0.361. Information was obtained from 40 statement items, of which 2 statements were invalid, located at numbers 65 and 75. Several questions were declared invalid after comparison with the rtable value based on a total of 30 respondents and a significance level of 0.05, which was 0.361. Invalid statement items were found at numbers 45, 50, 55, 60 and 65 < rtable (0.361). Therefore, these statements were not included in the research data collection process. Of the 35 items declared valid, the highest correlation index was 0.725 and the lowest was 0.152.

3.3. Reliability Test

Based on the interactive video instrument trial on learning activity conducted at SMP Negeri 2 Waway Karya, out of 80 items, 70 items were valid and 10 items were invalid. In the interactive video variable, there were five items that were declared invalid, while in the learning activity variable there were five invalid items. Several of these items were declared invalid when compared to $r_{(table)}$ from 30 respondents with a significance level of 0.05, which was 0.361. If the $r_{(count)}$ value was smaller than $r_{(table)}$,then the question item was considered invalid. The researcher can replace or revise invalid items, so that out of the 80 items compiled in this study, only 70 items are declared valid and can be used for further research. Based on the reliability of the research instrument, reliability statistics were calculated using SPSS version 26, resulting in a Cronbach's Alpha value

of 0.916. Since the Cronbach's Alpha value is greater than 0.6, the instrument is considered reliable. Thus, it can be concluded that the research instrument used in this study has demonstrated effectiveness and reliability.

Table 1. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	Number of Items
0.916	70

Source: Results of Data Processing by Researchers in 2025 Using SPSS 26

3.4. Normality Test

One method used to determine whether the data of a variable is normally distributed is by conducting a One Sample Kolmogorov-Smirnov test using SPSS version 26. The basis for decision making in this test is: if the significance value is greater than 0.05, then the residuals are considered to be normally distributed. However, if the significance value is less than 0.05, then the residuals are declared to be not normally distributed.

Table 2. Results of the Normality Test for Research Variables

One-Sample Kolmogorov-Smirnov Test		
		Unstandardised Residual
N		30
Normal Parameters [a,b]	Mean	.000000
	Standard Deviation	1.90420843
Most Extreme Differences	Absolute	.07
	Positive	.070
	Negative	-.069
Test Statistic		.070
Asymptotic Significance (two-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Data analysis results for 2025 using SPSS version 26

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Based on the output results in the one-sample Kolmogorov-Smirnov test column above, it can be seen that the significance values (2-tailed) are 0.200 (X) and 0.070 (Y). These values are greater than 0.05, so it can be concluded that the population data from the measurement tool distribution, namely the questionnaire, is normally distributed. To determine the positive effect of interactive videos on learning activity, a p-plot graph is used, as shown in the following figure:

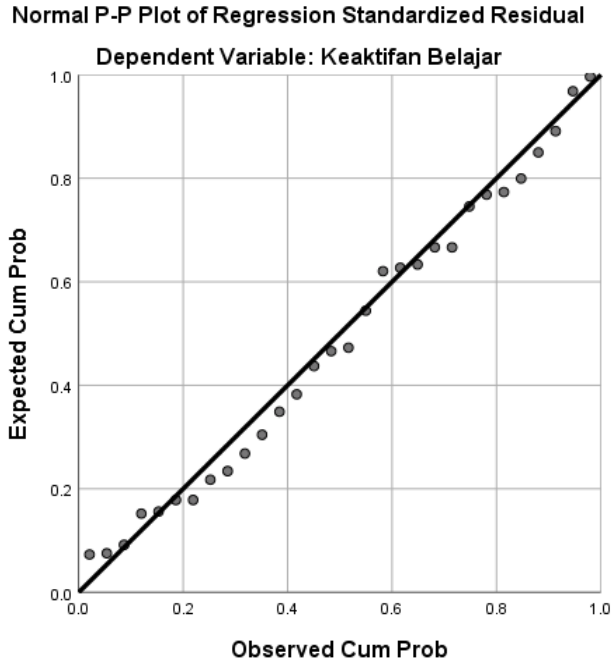

Figure 1. P-Plot Results Source: SPSS version 26 data processing results

From the data processing results, it can be seen that routine testing using *p*-plots shows that the normality test aims to determine whether the data in the regression model between independent and dependent variables has a normal distribution. A regression model is considered good if the data used has a normal distribution or at least approximates a normal distribution. To determine whether this normality assumption is met, the data distribution in the p-plot graph must follow the diagonal line. This is the basis for making decisions regarding data normality.

1) If the data is scattered around the diagonal line and follows the direction of the line, then the regression model meets the normality assumption.
2) If the data distribution deviates from the diagonal line or does not follow the direction of the diagonal line, then the regression model does not meet the normality assumption.

Based on this decision, it is evident that interactive videos and learning activity have a positive effect, as indicated by the shape of the p-plot, which shows the data points scattered parallel to a straight line from the bottom left to the top right.

3.5. Homogeneity Test

The homogeneity test is a way to determine whether several population variances are the same or not. The homogeneity test is carried out as a requirement in independent sample test analysis using the Compare Mean One Way Anova method. The underlying assumption in variance analysis (anova) is that the populations are the same. The test criterion is that if it is more than 0.05 or 5%, then it can be said that the variances of the two data groups are the same.

The result of the homogeneity test from the test of homogeneity variance output between the use of interactive videos and learning activity is 0.414, which means 0.414 > 0.05, so it can be said that the data is homogeneous. For more details, see the following test of homogeneity of variance table:

Table 3. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Learning Activity	Based on Mean	1.084	5	13	.414
	Based on Median	.387	5	13	.849
	Based on Median and with adjusted df	.387	5	6.923	.843
	Based on trimmed mean	1,006	5	13	.452

Source: Data processed in 2025 using SPSS version 26

3.6. Hypothesis Testing and Simple Linear Analysis

Data analysis techniques are used to answer research questions posed through hypotheses. This hypothesis testing was conducted to provide a preliminary answer to the question, "Does the use of interactive videos affect student learning activity in Buddhist Religious Education at SMP Negeri 21 Pesawaran?" In addition, this testing also aimed to determine the extent to which the use of interactive videos affects the level of student learning activity in Buddhist Religious Education at SMP Negeri 21 Pesawaran. The hypothesis testing process in this study was carried out by applying simple linear regression analysis, where the data was analysed using SPSS software version *26.* The results of the simple linear regression testing went through the following stages.

3.7. Linearity Test

The linearity test aims to determine whether the relationship between the independent variable (Interactive Video) and the dependent variable (Learning Activity) is linear. This test is very important in regression analysis to ensure that the regression model used is consistent with the assumption of linearity. The linearity test is performed by looking at the significance value of the deviation from linearity in the ANOVA table. If the significance value of the deviation from linearity is greater than 0.05, then the two

variables can be considered linear. The results of the linearity test can be seen in the ANOVA output table as follows.

Table 4. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Activity * Interactive Video	Between Groups	(Combined)	57,500	16	3,594	.652	.793
		Linearity	24,046	1	24,046	4,360	.057
		Deviation from Linearity	33,454	15	2,230	.404	.952
	Within Groups		71,700	13	5,515		
	Total		129,200	29			

Source: Data analysis results for 2025 using SPSS version 26

Based on the ANOVA table above, a significance value of 0.952 was obtained for the deviation from linearity. Since this significance value is greater than 0.05 (0.952 > 0.05), it can be concluded that there is no deviation from linearity. This means that the relationship between the interactive video variable and learning activity is linear, indicating that Ho is rejected or that the regression model used is linear.

3.8. Simple Linear Regression Analysis

Simple linear regression analysis is a tool for examining the functional relationship between variables for forecasting purposes, in which there is one independent variable (X) and one dependent variable (Y) [19]. Simple linear regression analysis in this study was used to determine the effect of the independent variable (Interactive Video) on the dependent variable (Learning Activity). The following table shows the regression coefficient (B), which indicates the magnitude of change in Learning Activity for each unit change in Interactive Video. The significance value (Sig.) is used to test whether the effect is significant, with the significance criteria for each coefficient and standardised coefficients (Beta) indicating the relative strength of the independent variable's effect on the dependent variable.

Table 5. Simple Linear Regression Analysis

Coefficients[a]						
		Unstandardised Coefficients		Standardised Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	106.170	9.977		10,641	.000
	Interactive Video	.207	.082	.431	2,530	.017
a. Dependent Variable: Learning Activity						

Source: Data analysis results for 2025 using SPSS version 26

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Based on the output in the coefficient table, a constant value of 106.170 was obtained, which means that if the interactive video variable has a value of 0, the consistent value of the learning activity variable will be 106.170. The regression coefficient for the interactive video variable (X) is 0.207, indicating that each increase of one unit in interactive video will increase variable Y or the learning activity variable by 0.207.

The criteria for testing the hypothesis are to reject Ho if $t_{calculated} > t_{table}$ or if the significance < 0.05. Based on the data analysis, a $t_{calculated}$ value of 2.530 was obtained, with a degree of freedom (df) = n - 2 or df = 28. The $t_{(table)}$ value at a significance level of $\alpha = 0.05$ is 2.048. Thus, because $t_{(calculated)}$ 2.530 > $t_{(table)}$ 2.048 and the significance level of 0.017 < 0.05, Ho is rejected and Ha is accepted. A positive regression coefficient indicates that interactive videos have a positive effect on learning activity.

Based on the results of hypothesis testing, it can be concluded that interactive videos have a positive and significant effect on student learning activity in Buddhist education at SMP N 21 Pesawaran. The criteria for hypothesis testing use alpha 5% (0.05), which is to reject Ho if the significance is ≤ 0.05 by reading the following ANOVA table.

Table 6. ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.046	1	24,046	6,403	.017[b]
	Residual	105,154	28	3,756		
	Total	129,200	29			

a. Dependent Variable: Learning Activity

b. Predictors: (Constant), Interactive Video

Source: Data analysis results from 2025 using SPSS version 26

Based on the ANOVA output, the calculated F value is 6.403 with a significance value of 0.017. Since SPSS automatically facilitates the interpretation of significance, there is no need to match it with the F table, and this significance value is less than 0.05, indicating that Ho is rejected and Ha is accepted. This means that there is a significant effect of interactive videos on learning activity. Next, consider the following residuals statistics.

Table 7. Residual Statistics

Residual Statistics[a]

	Minimum	Maximum	Mean	Standard Deviation	N
Predicted Value	129.31	132.82	131.40	.911	30
Residual	-2.819	5,214	.000	1,904	30
Standard Predicted Value	-2,299	1,558	.000	1.000	30
Standard Residual	-1,454	2,691	.000	.983	30

a. Dependent Variable: Learning Activity

Source: Data analysis results for 2025 using SPSS version 26

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Based on the residual statistics above, the minimum residual value of the interactive video on learning activity is -2.819, while the maximum residual value reaches 5.214. The mean residual value is 0.000 with a standard deviation of 1.904. The number of respondents in this study was 30.

3.9. Determination Coefficient Analysis

The coefficient of determination (R^2) is used to determine how well the population uses the data. Based on the coefficient of determination analysis, the results show the percentage of influence of the independent variable (use of Instagram social media with conscious consumption) on the dependent variable (emotional intelligence), which is called the coefficient of determination (R Square) of 0.186. This means that the influence of the independent variable on the dependent variable is 18.6%, while the remainder is influenced by other factors outside the scope of this study. For further details, please refer to the following table:

Table 8. R Square Coefficient Values

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.431[a]	.186	.157	1.938
a. Predictors: (Constant), interactive video				

Source: Data analysis results for 2025 using SPSS version 26

The coefficient of determination in Table 4.11 shows an R Square value of 0.186. This means that 18.6% of the learning activity variable in Buddhist students at SMP N 21 Pesawaran is influenced by interactive videos. Meanwhile, the remaining 81.4% is influenced by other variables not included in this study. The quantitative analysis results also show that the normality test value obtained from the residual significance value is 0.200, which is greater than 0.05. Therefore, it can be concluded that the data is normally distributed.

In addition, based on the results of the analysis of $t_{calculated}$obtained at 2.530 with a significance level of 0.017 and compared with t_{table}at a significance level of 0.05 for n = 30. Because the significance value is < 0.05, Ha is accepted, which means that there is a significant effect of interactive videos on learning activity in Buddhist education at SMP N 21 Pesawaran.

The R square score of 0.186 indicates that interactive videos have a positive effect of 18.6% on learning activity, while the remaining 81.4% is influenced by other factors. The resulting regression model can be written as Y = 106.170 + 0.207 X, which means that every one-unit increase in interactive video will increase learning activity by 0.207 units. This illustrates how interactive videos impact student learning activity in Buddhist education at SMP N 21 Pesawaran.

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3.10. Descriptive Analysis

The Interactive Video variable in the study conducted at SMP N 21 Pesawaran on Buddhist religious education activities in 2025 was measured using a Likert scale questionnaire consisting of 35 statements that were declared valid and reliable through instrument validity and reliability tests with five answer options scored on a scale of 1 to 5. The calculations for this study were analysed using the SPSS (Statistical Package for the Social Sciences) for Windows version 26 computer software programme, with the following results.

Table 9. Statistical Description of Interactive Video Variables

Descriptive Statistics							
	N	Range	Min.	Max.	Mean	Standard Deviation	Variance
X	30	9	120	129	124.90	2,040	4,162
Valid N (listwise)	30						

Source: Data analysis results for 2025 using SPSS version 26

Based on the above data processing results, it is known that the interactive video variable (X) from the questionnaire completed by 30 respondents obtained data with a score range of 9, a minimum score of 120, a maximum score of 129, a mean score of 124.90, a standard deviation score of 2.040, and a variance score of 4.162. The interactive video variable consists of 35 statement items.

In the learning activity variable in the study conducted at SMP N 21 Pesawaran in the 2025 Buddhist religious education learning activities, it was measured using a Likert scale questionnaire consisting of 35 statement items that were declared valid and reliable through instrument validity and reliability tests with five answer options that had scores in the range of 1 to 5. The calculations for this study were analysed using the SPSS (Statistical Package for the Social Sciences) for Windows version 26 software programme, with the following results.

Table 10. Description of Learning Activity Indicators

Descriptive Statistics							
	N	Range	Min	Maximum	Mean	Standard Deviation	Variance
Y	30	5	129	133	130.60	1,331	1,772
Valid N (listwise)	30						

Source: Data analysis results for 2025 using SPSS version 26

Based on the results of the data processing above, it is known that the learning activity variable (Y) from the questionnaire completed by 30 respondents obtained data with a score range of 5, a minimum score of 129, a maximum score of 133, a mean score of 130.60, a standard deviation score of 1.331, and a variance score of 1.772. The learning activity variable consists of 35 statement items

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4. Discussion

Based on the results of data analysis and hypothesis testing, it was found that there is a positive and significant effect between the use of interactive videos and student learning activity. The results of hypothesis testing show that the hypotheses in this study can be accepted. This means that the assumptions underlying the theoretical review are supported by empirical data obtained from respondents. It can be said that the better the application of interactive videos, the higher the level of learning activity shown by Buddhist students, as they can interact directly with the learning content through features such as quizzes, questions and interesting animations.

Based on empirical data, the results of linear regression analysis show that 18.6% of interactive video use has a positive and significant effect on increasing learning activity. Meanwhile, the remaining 81.4% of the learning activity variable in this study is influenced by other factors that were not examined. This can occur even though interactive videos provide a strong foundation; the success of learning activity in the learning process depends on a combination of other interacting factors. As stated by several researchers, the success of learning is not only influenced by learning media, but also by other factors such as learning motivation, learning environment, and interaction between teachers and students.

The findings of this study are in line with Purwati [20], which shows that there is a positive and significant influence between the use of interactive videos and student learning activity, meaning that interactive videos are multimedia technology used to present information in the form of interactive and dynamic videos. Interactive videos can be equipped with features such as animations, graphics, and sounds that can increase student engagement and interest in the learning process [21]. These findings are supported by Safitri's [22] research, which states that interactive videos can also be used as effective learning mediators, where students can learn independently and interactively through videos. The use of interactive videos itself is a conscious and directed learning activity that is tailored to learning objectives so that it can increase student learning activity.

Thus, to increase student engagement in the learning process, it can be supported by presenting interesting and interactive content. Good interactive video presentation will make students more focused and comfortable in following lessons, especially in understanding concepts [23]. Time management, when applied in terms of duration and frequency of watching interactive videos, will make students spend more time on positive things, such as understanding the subject matter better and improving learning skills [24]. This is because when students are involved in the learning process through interactive videos, the activities carried out will be based on high interest and motivation, which can make students more enthusiastic about learning and better prepared to face academic challenges [25]. Although this sometimes requires adequate technical skills, students can use interactive videos to increase learning activity and improve learning outcomes. This makes it easier to understand subject matter and improve learning skills, which has a positive impact on increasing student learning activity.

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The Buddha taught that effective learning is not only about receiving information, but about understanding and applying that knowledge critically and reflectively, so that it can benefit oneself and others [26]. This teaching is relevant to learning activity, teaching the importance of criticism and reflection in the learning process. By having the ability to analyse and evaluate the use of interactive videos, students can increase their learning activity and develop critical thinking skills. The Buddha in the Sigalovada Sutta shows that effective teachers are those who have competence in teaching and guiding, so that they can help students reach their potential and improve the quality of learning [27], which emphasises the importance of skills and knowledge for a teacher. With an effective teacher role, teachers can create a positive and productive learning environment, thereby improving the quality of learning and student growth.

This understanding reinforces the importance of interactive videos in creating a more creative, active, and effective learning atmosphere. As an implication of this research finding, the influence of interactive videos on learning activity can bridge the application of innovative learning models. This research provides a strong foundation for understanding the application of interactive videos through relevant indicators that can be adapted within the scope of modernisation. Interactive video indicators can be used as guidelines that not only support the development of learning models but also play an important role in supporting the development of student learning activity.

Thus, this study can make a significant contribution to the development of innovative and effective learning models, as well as increase student learning activity through the appropriate and targeted application of interactive videos. In addition, this study can also be a reference for teachers and educators in developing more creative and interactive learning strategies, thereby improving the quality of learning and student growth. Through the effective use of interactive videos, teachers can create a positive and productive learning environment and increase student learning activity. Therefore, this study can serve as a strong foundation for understanding the use of interactive videos in increasing student learning activity and can be adapted within the scope of educational modernisation. Thus, it is hoped that this study can provide significant benefits for the development of education in the future.

In a study by Eman Nataliano Busa [28], it was found that factors such as teacher quality, a conducive learning environment, and opportunities to actively participate in the learning process are also important factors that influence the level of student learning activity. In this study, it was found that student learning activity was influenced by factors such as the opportunity to interact with interactive videos, the opportunity to ask questions and discuss, and the opportunity to practise what had been learned.

In addition, in the study by Oktaviani et al. [29], student satisfaction also plays a role in influencing learning activity and was found in this study that when students feel that the interactive videos used are not interesting or relevant to the learning material, this can hinder students' motivation to learn actively. Conversely, interesting and relevant interactive videos can increase student satisfaction, which encourages students to engage more deeply in learning activities and not only reflect attention to the learning material

[30]. However, it strengthens students' sense of involvement in the learning process, so that it can contribute more to the learning process.

Therefore, it is important for teachers to maintain a balance in the use of interactive videos so that learning activity continues to be positively encouraged and does not cause boredom or fatigue in students. Students feel valued and motivated to contribute their best to the learning process.

5. Conclusion

Based on the results of the research and data analysis, it can be concluded that there is a positive and significant influence between interactive videos and student learning activity in Buddhist education at SMPN 21 Pesawaran. This shows that the use of interactive videos can increase student learning activity, so it can be used as an alternative effective learning method. The results of the study also show that there is a positive correlation between the level of optimisation of interactive video implementation and student learning activity. This means that the higher the level of optimisation of interactive video implementation, the higher the level of student learning activity. This shows that the optimal application of interactive videos can significantly increase student learning activity. Interactive videos have a significant influence on student learning activity, but there are still many other factors that also play a role in determining student learning activity. This means that student learning activity is not only influenced by interactive videos, but also by other factors such as learning motivation, learning environment, and teacher teaching ability. The results of the study show that most of the students' learning activity is influenced by factors other than interactive videos. Therefore, further research is needed to identify other factors that influence student learning activity so that appropriate interventions can be made to increase student learning activity.

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