

Enhancing Students' Learning Interest Through Picture-Based Smart TV Media In Buddhist Religious Education (A Study At TK Dharma Loka 1, Pekanbaru)

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Abstract

This study aims to analyze the use of picture-based Smart TV media in increasing students' learning interest in Buddhist Religious Education at TK Dharma Loka 1. The study employed a qualitative approach with a descriptive research design. The research subjects consisted of a Buddhist Religious Education teacher and students. Data were collected through observation, interviews, and documentation. The results showed that the use of picture-based Smart TV media had a positive impact on the learning process and students' learning interest. The use of pictures, colors, videos, and audio displayed on the Smart TV increased students' attention, enthusiasm, curiosity, and active participation during learning activities. Students became more focused on the learning materials and more confident in answering questions, asking questions, and retelling the learning content. Picture-based media also helped students understand and remember the learning materials more concretely in accordance with the characteristics of early childhood development. In addition, Smart TV enabled teachers to present learning materials systematically and variably while creating a more active and enjoyable learning interaction. Therefore, the use of picture-based Smart TV media can be an appropriate learning media innovation for increasing students' learning interest and engagement in Buddhist Religious Education at TK Dharma Loka 1.

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INTRODUCTION

Schools, as educational institutions, play an important role in providing knowledge to every individual. In addition, an important aspect of the educational process is the use of learning media, which includes the learning tools, teaching methods used, and techniques for using learning media in the learning process that teachers use to make the learning process and the interaction between teachers and students more effective. The use of learning media can make it easier for teachers to deliver learning material (Yuliantika et al., 2024). Furthermore, the development of science and technology in the digital era has brought significant changes in various aspects, one of which is education. Increasingly advanced digital technology is being used to create learning media that are effective, engaging, and suited to the characteristics of learners so that they remain enthusiastic and do not become easily bored during the learning process, especially at an early age. Early childhood education, as the initial foundation for shaping children's personality, morals, cognition, motor skills, and social development, requires learning strategies capable of providing meaningful learning experiences. At this stage, learners are developing their thinking, language, emotional, and social abilities, as well as the character traits that will form the basis for development at later stages. At the kindergarten level, the use of technology-based learning media is very important because young children are still at the concrete thinking stage, making it easier for them to understand material presented through images, colors, sounds, animation, and video compared to direct explanations delivered by the teacher (Ilmu et al., n.d.-a). Therefore, teachers are required to be able to select learning media appropriate to children's developmental stage so that learning objectives can be achieved effectively.

The current use of technology serves as a means to optimally develop students' potential. Theoretically, the use of visual media such as Smart TV in learning is supported by the theory of cognitive development in children aged 4-6 years, who are at the preoperational stage. At this developmental stage, young children begin to be able to recognize symbols, images, colors, and spoken language, and to imagine what they see, but they still require concrete objects to understand the concepts they see and learn (Yuniatari & Ria Astuti, 2025a). However, the use of monotonous learning methods, or methods that still rely on lecturing, often fails to capture



students' interest in learning. On the other hand, engaging learning media—such as real pictorial media or a Smart TV displaying attractive images—makes learners enthusiastic about participating in the learning process through picture-based media.

Young children's learning experiences involving visual and audiovisual media can improve learners' understanding and memory, especially for early childhood, because information is received through more than one sense (Hidayat et al., n.d.). The use of picture-based Smart TV media has a strong scientific basis for application in early childhood learning because it can provide a concrete, engaging, and meaningful learning experience; through this picture-based media, children can understand or recognize the images presented. In addition, young children are able to remember and express things they may not yet fully understand; at this stage, children are in the golden age phase, a period during which brain development occurs very rapidly, requiring appropriate stimulation through learning experiences that are meaningful, enjoyable, and suited to children's developmental characteristics. One factor that determines the success of learning provided to young children is the use of learning media that can attract attention, arouse curiosity, and actively engage children in the learning process. According to the multimedia learning theory proposed by Richard E. Mayer, presenting information through a combination of visual and verbal elements can improve comprehension, information retention, and learner engagement compared to delivering material verbally alone. In line with this theory, the use of picture-based media is an effective alternative because young children tend to more easily understand information through concrete objects, colors, pictures, and engaging illustrations rather than abstract explanations. Therefore, the use of picture-based media on digital devices such as Smart TVs represents an innovation relevant to learning needs in order to increase students' interest in learning.

The rapid development of technology amid digital transformation is encouraging educational institutions to develop learning that is more interactive, innovative, and learner-centered. One technology that has begun to be widely utilized is the Smart TV, a television device capable of displaying various forms of digital media such as videos, clearer images, and learning applications. Smart TV allows teachers to present material visually with clearer image quality, a larger screen size, and a more attractive display, thereby increasing student engagement, motivation, learning interest, creativity, and language skills in young children when used purposefully and in accordance with learning objectives. The use of Smart TV as a learning medium has a positive contribution to increasing students' learning interest (Leviana et al.,



2021a). Picture-based learning media can increase young children's learning interest and concentration because children find it easier to focus their attention on material presented through visual illustrations compared to the lecture method. Picture-based media using Smart TV has a positive influence on children's motivation and learning interest because pictures help children understand concrete concepts while also increasing curiosity during classroom learning activities. In addition, picture-based media using Smart TV provides very positive benefits for increasing students' active participation and learning interest; the use of technology-based visual media has great potential in creating enjoyable learning.

Based on observations at TK Dharma Loka 1, the learning process still faces challenges in building students' learning interest. When teachers deliver material orally without the support of engaging learning media, some children appear less focused, are easily distracted by their surroundings, are less active in answering questions, and show relatively low enthusiasm in participating in learning activities until completion. This condition indicates that the learning characteristics of young children, who prefer activities that are interesting, concrete, and enjoyable, have not been fully accommodated. In the learning process, learning interest plays a very important role in influencing students' engagement. Children with high learning interest tend to show greater attention, are active in asking questions, are brave enough to try, and have greater motivation to complete learning activities. Conversely, low learning interest has the potential to hinder the achievement of learning objectives even after the material has been delivered.

Based on these conditions, a learning innovation is needed that can create a more engaging, interactive learning atmosphere suited to children's development. One such innovation is the use of picture-based Smart TV media. This medium allows teachers to display illustrations, animations, photos, and educational videos related to the learning material so that children gain a more concrete, enjoyable, and meaningful learning experience. The use of picture-based media through Smart TV also gives teachers the opportunity to combine visual, audio, and interactive elements so that learning becomes more varied and can sustain children's attention for longer periods. Thus, this medium is expected not only to increase the appeal of learning but also to foster students' learning interest.

Based on the description above, this study aims to analyze the use of picture-based Smart TV media in increasing students' learning interest at TK Dharma Loka 1. This study is expected to contribute to the development of technology-based learning media innovation in early childhood



education, serve as a reference for teachers in selecting learning media suited to learners' characteristics, and enrich scientific studies on the implementation of digital technology in improving the quality of the learning process.

THEORETICAL REVIEW

The use of digital media, namely picture-based Smart TV, in learning is grounded in constructivist learning theory, which states that knowledge is built through active interaction between learners and their learning environment. In the context of early childhood education, learning that presents concrete, engaging experiences suited to children's developmental characteristics is easier to understand than material delivered verbally alone. Picture-based media using Smart TV aims to create a learning experience that is engaging, interactive, and suited to the developmental characteristics of children aged 4-6 years, who are in the golden age phase—a developmental period marked by high brain capacity for receiving and processing various stimuli from the environment (Pendidikan et al., 2022a). At this stage, children tend to more easily understand information presented concretely through visual media compared to abstract explanations. This aligns with Piaget's cognitive theory, which states that children at the preoperational stage think based on symbols, images, and real experiences. Therefore, the use of learning media simultaneously fosters interest in learning activities.

One digital medium that can support the learning process in kindergarten is the Smart TV. Smart TV is a technology-based learning device capable of displaying various forms of media, such as pictures, illustrations, animations, videos, and interactive presentations on a single large screen with good visual quality. The presence of Smart TV gives teachers the opportunity to deliver learning material in a more engaging way, thereby increasing student attention and engagement (Ummah et al., 2026). Compared to conventional media, Smart TV has the advantage of presenting dynamic learning material, being easy to operate, and enabling teachers to integrate various digital learning resources according to learning needs. Thus, Smart TV functions not only as a teaching aid but also as a medium capable of creating a more active, communicative, and enjoyable learning atmosphere. The cognitive theory of multimedia learning developed by Mayer asserts that delivering information through a combination of visual and verbal elements can improve students' attention, comprehension, and memory, because information is processed through two cognitive channels, namely visual and auditory. Therefore, the use of picture-based media displayed through Smart TV is a relevant learning strategy for



creating an effective, interactive, and enjoyable learning experience for young children (Pendidikan et al., 2022b).

Smart TV is a digital technology-based learning device capable of displaying various learning media, such as pictures, illustrations, animations, educational videos, and interactive presentations with high visual quality. Compared to conventional media, Smart TV makes it easier for teachers to present learning material in a more engaging way, thereby helping to focus students' attention during the learning process. Picture-based media displayed on a large screen helps children observe objects clearly, better recognize colors and shapes, and connect the concepts being learned with real experiences (Leviana et al., 2021b). At the kindergarten level, the use of visual media plays an important role because children's learning characteristics are still dominated by their ability to observe, imitate, and explore their environment through visual stimulation. Thus, the use of picture-based Smart TV media functions not only as a teaching aid but also as a means of creating an active, communicative, and learner-centered learning atmosphere.

Learning interest is one of the affective aspects that influences the success of the learning process. Learning interest can be defined as a learner's tendency to pay attention, feel pleasure, and voluntarily show a desire to participate in learning activities. Children with high learning interest generally show great curiosity, are more focused in paying attention to the teacher's explanations, actively participate in class activities, are brave enough to express opinions, and are able to complete tasks enthusiastically (Vajari et al., n.d.). Conversely, low learning interest is often marked by a lack of attention to the material, being easily distracted, reluctance to participate in learning activities, and low participation during the learning process. Therefore, teachers need to select learning media that can arouse curiosity and provide enjoyable learning experiences so that students' learning interest can develop optimally.

The use of picture-based Smart TV media is considered capable of meeting these needs because it presents a combination of visual, audio, and interactive elements suited to the developmental characteristics of young children. Colorful images, engaging illustrations, and dynamic presentation of material can stimulate attention and increase students' learning motivation. In addition, picture-based media also helps children understand concrete and simple concepts more easily, making learning more meaningful. In kindergarten learning, teachers act as facilitators who create a conducive learning environment, while learning media serve as a bridge connecting the material with children's learning experiences. Therefore, the use of



picture-based Smart TV media is expected to improve the quality of learning interaction while continuously fostering students' learning interest (Yuniatari & Ria Astuti, 2025b).

RESEARCH METHOD

This study used a qualitative method with a descriptive qualitative research design. This approach was chosen because it aims to gain an in-depth understanding of the process of using picture-based Smart TV media to increase students' learning interest at TK Dharma Loka 1. Qualitative research allows researchers to scientifically examine phenomena based on the actual conditions occurring in the learning environment without treating or manipulating the research variables. The focus of the research does not lie in measuring statistical relationships between variables, but rather in interpreting the process, experiences, interactions, and changes in learners' behavior during the learning activities (Buku-Metode-Penelitian-Kualitatif (1), n.d.).

The research was conducted at TK Dharma Loka 1 during the even semester of the 2026/2027 academic year. The research location was selected purposively because the school has utilized Smart TV as one of its learning media in teaching and learning activities, particularly in Buddhist Religious Education. The research subjects included the Buddhist Religious Education teacher as the primary informant, as well as students as the subjects who directly experienced the learning process using Smart TV. Data were collected through observation, interviews, and documentation. Observation was used to directly observe the implementation of learning, the interaction between teacher and students, the use of Smart TV, and students' responses when participating in lessons about the story of Prince Siddhartha's childhood. Structured interviews were conducted with the teacher to obtain information about lesson planning, the purpose of using Smart TV, the benefits experienced, and the obstacles encountered during the learning process. Meanwhile, documentation was used to supplement the research data in the form of teaching modules, learning media displayed via Smart TV, photos of learning activities, and other relevant supporting documentation.

RESULTS AND DISCUSSION

A. Use of Picture-Based Smart TV Media in the Learning Process

Learning media serve as an intermediary for delivering lessons to students. This learning medium is used to facilitate the learning process, functioning to clarify the material to be delivered by the teacher as well as to increase students' enthusiasm and interest in learning, such



as through the use of picture-based Smart TV media in learning activities. Learning media are used to facilitate the learning process, functioning to increase students' enthusiasm and interest in learning so that they do not become bored during the process, since young children in the learning process tend to become bored easily and are influenced by their surroundings, causing them to lose focus while learning (Uula & Maghfiroh, 2025). The use of Smart TV helps make students interested in the material explained by the teacher; the presence of pictures, colors, and videos in the picture-based media displayed on the Smart TV helps students recognize colors and images and understand what is being conveyed because they can see educational content or objects.

The use of picture-based Smart TV media increases students' attention during the learning process delivered by the teacher; with a combination of pictures, video, and sound, students become more interested and highly enthusiastic about participating in classroom learning activities. The use of Smart TV presents material in an engaging way through various learning media, making it easier for students to understand the material being delivered (Uula & Maghfiroh, 2025). The use of digital media such as Smart TV functions not only as a means of teaching but also as a means of creating a more meaningful learning experience. Young children have learning characteristics based on direct observation, play, and direct experience. Therefore, presenting material in picture form aligns with young children's development in recognizing various images, colors, and sounds. When students receive visual and auditory stimulation simultaneously, the process of receiving information is more optimal, making the learning material easier to understand and remember (Ummah et al., 2026).

In addition to improving comprehension of the material, the use of Smart TV also makes it easier for teachers to manage the learning process; teachers can deliver material more systematically because each part of the story has already been arranged in an engaging digital media format. This condition allows teachers to interact more with students through question-and-answer sessions, simple discussions, and reinforcement of students' answers. Thus, the use of Smart TV in this study shows that Smart TV can be an effective and engaging learning innovation, suited to the learning objectives, student characteristics, and competencies to be achieved (Arditya Prayogi et al., 2026).



B. The Influence of Picture-Based Smart TV Media on Students' Learning Interest

The results of the study show that the use of picture-based Smart TV media has a positive influence on the learning interest of students at TK Dharma Loka 1. This influence is evident in the changes in children's learning behavior during the learning process. In learning through the lecture method, students are sometimes still influenced by their surroundings and show limited attention to the teacher's explanations; some children lose focus while learning and talk with their peers. With the use of Smart TV, students appear more focused on the material delivered by the teacher and show a high level of curiosity about the images displayed. This increase in learning interest is not solely due to the use of digital technology, but because the media used is able to provide a learning experience suited to the developmental characteristics of young children (Rohmah et al., n.d.).

At the kindergarten level, children better understand information presented in engaging visual form compared to abstract explanations. Colorful images and large displays on the Smart TV help children focus their attention, making the learning process more enjoyable. Studies have concluded that presenting material through Smart TV can increase students' attention, motivation, and learning interest because the material is delivered in a more engaging and interactive way. Teachers also find it easier to vary their teaching methods through videos, pictures, presentations, and educational games, so students do not quickly become bored (Vajari et al., n.d.). The increase in learning interest is reflected in students' courage to ask questions, answer the teacher's questions, and participate in retelling the material they have learned. Children not only pay attention to what is shown on the screen but also try to understand the content of the lesson through simple discussions guided by the teacher. This condition shows that Smart TV functions as a medium that encourages active learning, not merely as a tool for displaying material.

C. The Role of Picture-Based Media in Improving Children's Understanding

Picture-based media is one of the media most suited for use in early childhood education because it can convey information concretely. In this study, the images displayed via Smart TV were arranged systematically according to the learning objectives so that students could follow the flow of the material gradually. Each image serves to clarify the concept being studied while also helping children connect new information with experiences they already have.



Based on observations, students find it easier to remember material when the teacher uses engaging images compared to when the teacher only explains verbally. This was evident when the teacher asked students to recall the images they had observed; most students were able to recognize the objects displayed and re-explain the content of the images using simple sentences appropriate to their language abilities. Picture-based media also gives teachers the opportunity to develop two-way communication during the learning process. Teachers can ask questions based on the images appearing on the screen and then give students the opportunity to express their opinions. This process encourages the development of children's thinking, language, and courage in expressing ideas (Astuti & Watini, 2022). These findings are supported by research on the use of digital Smart TV media in early childhood education, which shows that visual media can increase children's concentration, language skills, creativity, and active engagement when combined with interactive learning strategies. That research also confirms that the success of using Smart TV greatly depends on the teacher's ability to manage learning activities so that children are not merely spectators but are actively involved in the learning process.

D. The Use of Picture-Based Smart TV Media in Learning

The use of picture-based Smart TV media in the learning process brings positive changes to the implementation of Buddhist religious education learning at TK Dharma Loka 1. This change is evident from the very start of the learning activity, namely an increase in students' attention when the teacher explains material through the picture-based Smart TV; the use of Smart TV is able to capture students' attention, and students are consistently enthusiastic and enjoy the learning process. The use of Smart TV becomes a medium that connects the teacher's explanations with students' learning experiences through the presentation of short stories accompanied by pictures, so that students are also actively involved in the learning process (Amperawati et al., n.d.). The benefit of using Smart TV for young children is that it increases student engagement, because the material is presented interactively through a combination of images and audio. The use of picture-based Smart TV media presents engaging content, giving students the opportunity to be more active in observing, listening, and responding to what the teacher explains, making the learning process more effective.

In Buddhist religious education, the use of Smart TV increases students' learning interest and provides a more contextual learning experience. Students not only listen to the story told by the teacher but also see illustrations of the characters; by listening and watching what the teacher



narrates, students are able to understand the material gradually in accordance with their thinking abilities. In addition to increasing students' enthusiasm and interest in learning, the use of Smart TV influences students' cognitive and language development, in which students actively ask questions, become more imaginative, and are able to memorize songs featured in the media (Ilmu et al., n.d.-b).

CONCLUSION

Based on the results of this study, it can be concluded that the use of picture-based Smart TV media brings positive changes to the learning process of Buddhist Religious Education at TK Dharma Loka 1. Media that combine images, colors, video, and sound can make learning more engaging, concrete, interactive, and suited to the developmental characteristics of young children.

The use of Smart TV also shows an increase in students' learning interest, reflected in increased attention, enthusiasm, curiosity, courage to ask and answer questions, and student engagement in retelling the learning material. Picture-based media helps students understand and remember material more easily because information is presented through concrete visual and auditory experiences.

In addition to benefiting students, Smart TV helps teachers deliver material more systematically and variably while creating two-way learning interaction. In Buddhist Religious Education, the use of Smart TV also provides a more contextual learning experience because students can see illustrations of characters and follow stories through a combination of images, sound, and the teacher's explanations.

Thus, picture-based Smart TV media can be used as a learning media innovation that supports increased interest, attention, understanding, and engagement of students in Buddhist Religious Education learning at TK Dharma Loka 1. Its successful use still requires the teacher's role in managing the media interactively so that students are not merely spectators but are actively engaged in learning activities.

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