



## The Impact of Interactive Media on History Learning in Secondary Schools: A Systematic Literature Review

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interactive media,  
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### Abstract

*The rapid development of digital technology has encouraged the integration of interactive media into history learning at the secondary school level. This study aims to examine the use of interactive media as an innovation in history education and to identify its impact on students' learning motivation, learning outcomes, learning interest, critical thinking skills, and participation. The research employed a Systematic Literature Review (SLR) approach by analyzing 15 scientific articles published between 2020 and 2026. The articles were collected from Google Scholar, Garuda, DOAJ, and ResearchGate and selected using inclusion and exclusion criteria based on the PRISMA framework. Data were analyzed through qualitative descriptive synthesis involving data reduction, categorization, comparison of findings, and interpretation of emerging research trends. The findings indicate that interactive media, including digital multimedia, educational applications, interactive videos, Google Earth, virtual museums, and web-based platforms, contribute positively to history learning. The most significant findings reveal that interactive media increase student engagement, strengthen conceptual understanding, improve learning motivation, encourage critical thinking, and create a more active learning environment compared to conventional instructional approaches. Furthermore, the review highlights that technology-based learning supports the development of innovative and student-centered history education that is relevant to the demands of twenty-first-century learning. These findings suggest that interactive media have considerable potential to improve the quality of history education in secondary schools.*

### Kata kunci:

media interaktif,  
pembelajaran sejarah;  
inovasi  
pembelajaran,  
teknologi  
pendidikan,  
systematic literature  
review.

### Abstrak

*Perkembangan teknologi digital mendorong pemanfaatan media interaktif dalam pembelajaran sejarah di tingkat sekolah menengah. Penelitian ini bertujuan untuk mengkaji penggunaan media interaktif sebagai inovasi pembelajaran sejarah serta mengidentifikasi pengaruhnya terhadap motivasi belajar, hasil belajar, minat belajar, kemampuan berpikir kritis, dan partisipasi peserta didik. Penelitian menggunakan metode Systematic Literature Review (SLR) dengan menganalisis 15 artikel ilmiah yang diterbitkan pada rentang tahun 2020–2026. Artikel diperoleh dari Google Scholar, Garuda, DOAJ, dan ResearchGate serta dipilih melalui proses seleksi berdasarkan kriteria inklusi dan eksklusi menggunakan kerangka PRISMA. Analisis data dilakukan melalui sintesis deskriptif kualitatif yang meliputi reduksi data, pengelompokan temuan, perbandingan hasil penelitian, dan interpretasi tren penelitian yang muncul. Hasil kajian menunjukkan bahwa media interaktif, seperti multimedia digital, aplikasi pembelajaran, video interaktif, Google Earth, museum virtual, dan platform pembelajaran berbasis web, memberikan kontribusi positif terhadap pembelajaran sejarah. Temuan utama menunjukkan bahwa penggunaan media interaktif mampu meningkatkan keterlibatan peserta didik, memperkuat*

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*pemahaman konsep, meningkatkan motivasi belajar, mendorong kemampuan berpikir kritis, serta menciptakan suasana pembelajaran yang lebih aktif dibandingkan pembelajaran konvensional. Selain itu, pembelajaran berbasis teknologi mendukung terwujudnya pembelajaran sejarah yang inovatif, berpusat pada peserta didik, dan sesuai dengan tuntutan pendidikan abad ke-21.*

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## INTRODUCTION

Advances in digital technology have brought about changes to the learning process in schools, including in the teaching of history. History education, which has long been synonymous with rote memorization, is now undergoing a transformation through the use of technology-based interactive media. The use of educational videos, digital multimedia, educational apps, and online learning platforms can create a learning environment that is more engaging and participatory for students. Firmansyah's (2024) research explains that the use of digital learning media can increase students' interest in learning because historical material is presented visually and interactively, making it easier for students to understand (Firmansyah, 2024). Additionally, Putri's (2024) research indicates that digital learning media such as educational videos, interactive simulations, augmented reality (AR), and virtual reality (VR) can enhance students' learning motivation as well as their critical thinking skills in history education (Putri, 2024).

Although the use of interactive media in history education is growing rapidly, its implementation in secondary schools still faces various obstacles. Not all schools have adequate technological facilities such as computers, LCD projectors, multimedia labs, or stable internet access. Furthermore, teachers' proficiency in using educational technology also varies, so the use of digital media has not yet been implemented optimally. These conditions result in history instruction in some schools still being dominated by conventional methods, which make students tend to be passive during the learning process. Research by Kartikasari & Ofianto (2024) explains that the lack of innovation in technology-based learning media results in students' causal reasoning skills in history learning remaining relatively low (Kartikasari & Ofianto, 2024). Additionally, research by Petrisia et al. (2025) shows that the use of interactive media based on Google Earth is capable of enhancing students' understanding and interest in history content, however, its implementation is still hindered by the lack of technological readiness and learning resources in schools (Petrisia *et al.*, 2025).

A number of previous studies have shown that the use of interactive media has a positive impact on history learning in secondary schools. The use of digital media is considered capable of improving students' motivation, learning outcomes, interest in learning, and critical thinking skills. Research conducted by Prayoga and Suryadi (2025) explains that Google Sites-based learning media can help students understand history material in a more independent, engaging, and interactive manner (Prayoga & Suryadi, 2025). Another study by Acim et al. (2025) indicates that the use of interactive learning media can improve students' historical understanding because the learning process is more contextual, communicative, and encourages active student engagement throughout the learning activity (Acim *et al.*, 2025). Additionally, research conducted by Fitri et al. (2025) explains that website-based interactive learning media can help

improve students' understanding of history through the presentation of material that is more visual, engaging, and easy to understand during the learning process (Fitri *et al.*, 2025).

Although previous studies have consistently reported the positive effects of interactive media on history learning, most of these studies have been conducted within specific learning contexts and have primarily focused on particular types of media or individual learning outcomes. Existing research tends to examine learning motivation, achievement, or critical thinking separately, making it difficult to obtain a comprehensive understanding of how various forms of interactive media influence history learning as a whole. In addition, studies that systematically synthesize findings from different research settings, media types, and educational contexts at the secondary school level remain limited. As a result, there is still a need for a broader review that integrates the available evidence in order to identify general patterns, dominant research trends, and areas that require further investigation. This study seeks to address that gap by providing a systematic review of recent studies on interactive media in history education and by offering a more comprehensive picture of their impact on students' learning experiences and outcomes.

In light of these various issues, this study was conducted to examine the use of interactive media as a form of innovation in history instruction at the secondary school level using a Systematic Literature Review (SLR). This study focuses on determining the effect of using interactive media on learning motivation, learning outcomes, interest in learning, critical thinking skills, and student engagement in the history learning process. In addition, this study also aims to examine the development of research on interactive media while identifying opportunities for technology-based history learning research in the future. The research results are expected to serve as a reference for educators and researchers in developing history instruction that is more innovative, effective, creative, and relevant to the demands of 21st-century education.

## RESEARCH METHODOLOGY

This study employs the Systematic Literature Review (SLR) method to examine various studies discussing the use of interactive media in history education at the secondary school level. This approach was chosen because it enables researchers to obtain a more structured overview of the research through the process of collecting, selecting, evaluating, and synthesizing relevant scientific articles. The SLR method is considered effective for identifying research developments, discovering trends in research findings, and identifying research gaps on a specific topic. Kitchenham's research (n.d.) explains that a Systematic Literature Review is conducted systematically and transparently so that the research findings can be retested and replicated by other researchers (Kitchenham, B., & Charters, n.d.). In this study, the focus is on the use of interactive media in history education and its impact on learning motivation, learning outcomes, interest in learning, critical thinking skills, and student participation.

The Systematic Literature Review approach was selected because the topic of interactive media in history education has been widely investigated through different research designs, educational settings, and technological platforms. Rather than examining a single learning intervention, this study aims to obtain a broader understanding of existing evidence and identify common patterns across previous studies. The SLR method enables the integration of

findings from multiple sources in a systematic and transparent manner, making it suitable for evaluating the overall contribution of interactive media to history learning at the secondary school level.

Data collection was conducted by searching for scientific articles in several academic databases, namely Google Scholar, Garuda, DOAJ (Directory of Open Access Journals), and ResearchGate. The article search was conducted from April to May 2026 using several keywords, such as “interactive media in history learning,” “multimedia in history learning,” “digital history learning,” and “innovations in history learning.” The articles used were both national and international articles published between 2020 and 2026. The study by Booth et al. (2021) explains that the article search process in SLR research must be conducted using specific keywords to ensure that the retrieved articles are truly relevant to research focus (Waite et al., *n.d.*). Therefore, the article search process was conducted repeatedly to ensure the quality and suitability of the data sources used in the study.

The inclusion criteria for this study are as follows: (1) the article discusses the use of interactive media in history education; (2) the study was conducted at the secondary school level; (3) the article clearly outlines the research methods and findings; and (4) the article is available in full text format that can be accessed and downloaded. Exclusion criteria include articles irrelevant to history education, duplicated articles, articles that consist solely of theoretical reviews without research data, and articles that are not available in full. The article selection process was conducted using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flowchart to ensure the article screening process was more systematic and transparent. The study by Liberti et al. explains that the PRISMA flowchart helps researchers describe the stages of identifying, screening, and selecting the articles used, thereby making the research process clearer and easier to verify (Liberati et al., *n.d.*).

The initial search yielded 58 articles from all the academic databases used. After checking for duplicate articles, 8 articles were excluded, leaving 50 articles for the screening stage. Next, the titles and abstracts of the articles were reviewed to assess their relevance to the research focus. A total of 21 articles were deemed irrelevant because they did not specifically address interactive media in history education. The next stage involved a full-text review of the remaining 29 articles. Based on the results of the assessment against the inclusion and exclusion criteria, 15 articles were deemed suitable for use as primary sources in this study. The research instruments used consisted of documentation sheets and article synthesis tables. The documentation sheets were used to record important information from each article, such as the author’s name, year of publication, research method, type of interactive media used, research subject, research instruments, and research results. The synthesis table was used to group the research results based on the focus of the study, thereby facilitating the data analysis process. The units of analysis in this study were scientific articles rather than individual students or teachers. The selected articles focused on the implementation of interactive media in history learning at the secondary school level, including junior high schools, senior high schools, and vocational high schools. The reviewed studies involved diverse learning media such as interactive videos, digital multimedia, educational applications, web-based platforms, Google Earth, H5P, virtual museums, and other technology-supported learning tools. By examining

articles from different educational contexts, this review aimed to provide a comprehensive understanding of the effectiveness of interactive media in history education.

Data analysis was carried out through several systematic stages. First, all selected articles were read thoroughly to identify information relevant to the research objectives. Second, important findings from each article were extracted and categorized based on several themes, including learning motivation, learning outcomes, learning interest, critical thinking skills, student participation, and innovation in learning media. Third, the findings from different studies were compared to identify similarities, differences, and recurring patterns. Fourth, the results were synthesized to generate broader interpretations regarding the effectiveness of interactive media in history education. Finally, the synthesized findings were presented descriptively through narrative explanations, summary tables, and percentage distributions to facilitate interpretation and highlight major research trends.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Results**

This study was conducted through the stages of identifying, selecting, and analyzing various scientific articles that discuss the use of interactive media in history education in secondary schools. The articles were obtained from several academic literature sources such as Google Scholar, Garuda, and the Directory of Open Access Journals (DOAJ). All articles used were published between 2021 and 2026 and are directly relevant to the research topic.

In the initial search phase, 58 articles were identified. After checking for duplicate articles, 8 articles were excluded, leaving 50 articles for the screening phase. The next step involved selecting article titles and abstracts based on their relevance to the research topic. From this process, 21 articles were deemed irrelevant because they did not specifically address interactive media in history education. Subsequently, 29 articles were thoroughly analyzed during the full-text review stage. After adjustments based on the study's inclusion and exclusion criteria, 15 articles were identified as suitable for use in this Systematic Literature Review.

### ***PRISMA Article Selection Flowchart***

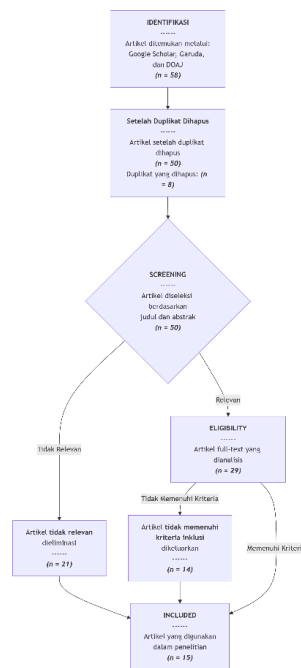


Image 1. PRISMA Article Selection Flowchart  
 Source: Personal Data

The results of the synthesis indicate that the use of interactive media has a positive impact on various aspects of history learning, such as learning motivation, learning outcomes, interest in learning, critical thinking skills, and student participation. The media used in the research are quite diverse, ranging from interactive videos, digital multimedia, Android- and web-based learning applications, Google Earth, H5P, Edpuzzle, Quizizz, Kahoot, virtual museums, to augmented reality (AR) technology.

***The Effect of Interactive Media on Learning Motivation***

Various studies indicate that interactive media play a significant role in enhancing students’ motivation to learn history. The use of digital media makes learning activities more engaging because students do not merely listen to the teacher’s explanations but are also directly involved through educational videos, interactive quizzes, simulations, and educational games. Research conducted by Ariaty (2025) indicates that the majority of students are more interested in participating in learning with interactive media compared to conventional methods. The results of this study also reveal a positive correlation between the use of digital media and increased student motivation. This indicates that interactive media can create a more enjoyable and active learning environment, fostering student engagement throughout the learning process (Ariaty, 2025).

***The Impact of Interactive Media on Learning Outcomes***

The use of interactive media also contributes to improved student learning outcomes in history. Research conducted by Hillda (2026) on the use of H5P-based learning media shows that students who learn using interactive media achieve higher learning outcomes compared to students who participate in learning through conventional methods. Presenting material through a combination of text, images, audio, animations, and videos helps students understand history material more clearly, concretely, and engagingly, making the learning process more effective and easier to understand (Hillda, 2026). A more visual presentation of material makes it easier for students to understand historical events and helps improve their retention of the material studied.

### ***The Effect of Interactive Media on Critical Thinking Skills***

Students' critical thinking skills also improved through the use of interactive media in history instruction. Petrisia's (2025) research shows that the use of Google Earth-based media helps students understand the relationship between geographical locations and historical events. This media makes it easier for students to analyze the course of an event based on regional conditions and its geographical location (Petrisia, 2025). The research results show an improvement in students' analytical skills following the use of interactive media. History education no longer merely emphasizes memorizing facts and dates of events but also helps students understand the cause-and-effect relationships of historical events in greater depth.

### ***The Effect of Interactive Media on Learning Interest***

Students' interest in history has also increased following the use of interactive media. Research by Purmintasari (2023) indicates that Edpuzzle-based learning media can make students more interested in participating in history lessons because the material is delivered through interactive videos equipped with quizzes and immediate feedback (Purmintasari, 2023). Learning that was previously considered monotonous has become more engaging because students can interact directly with the learning media. Additionally, the use of digital media helps create a more active learning environment, preventing students from getting bored easily during the lesson.

### ***The Impact of Interactive Media on Student Participation***

The use of interactive media also influences student participation in history learning. Mameru's (2025) research shows that the use of interactive multimedia, group discussions, and learning simulations encourages students to be more active in asking questions, discussing, and expressing their opinions during the learning process (Mameru, 2025). In addition to enhancing students' cognitive engagement, interactive learning also helps foster cooperation and

communication among students. These conditions make history learning more dynamic and communicative compared to conventional learning methods.

***A Comparison of Conventional Learning and Technology-Based Learning***

Several studies indicate that technology-based learning is more effective than conventional learning. Narpila’s (2025) study shows that history instruction utilizing digital media can enhance student engagement and understanding of the subject matter (Narpila, 2025). Conventional learning, which is teacher-centered, tends to make students passive because the learning process is one-way. Conversely, the use of interactive media makes students more active in participating in learning because the material is presented visually, engagingly, and in an easy-to-understand manner.

Table 1  
*Sintesis Artikel*

<b>Researcher</b>	<b>Instructional Media</b>	<b>Research Method</b>	<b>Research Subject</b>	<b>Research Findings</b>
Ariaty (2025)	Interactive digital media	Explanatory survey	High school students	Increased learning motivation
Hilda (2026)	H5P	Quasi-experiment	Vocational high school students	Improved learning outcomes
Petrisia (2025)	Google Earth	Research and Development	Vocational high school students	Increased critical thinking skills
Purmintasari (2023)	Edpuzzle	Research and Development	High school students	Increased interest in learning
Mameru (2025)	Multimedia interaktif	Quantitative descriptive	High school students	Increased student participation
Narpila (2025)	Digital learning media	Case study	Junior high school students	Digital learning is more effective

Source: Personal Data

***Percentage of Research Focus***

The results of the analysis indicate that most research on interactive media in history education still focuses on improving student learning outcomes. Meanwhile, research on

historical thinking skills, historical literacy, and innovations in educational technology remains relatively limited.

Table 2

*Research findings on historical thinking skills, historical literacy, and innovations in educational technology*

Research Focus	Number of Articles	Persentase
Learning Outcomes	5	33%
Learning Motivation	3	20%
Interest in Learning	2	13%
Critical Thinking	2	13%
Student Participation	2	13%
Innovation in Learning Media	1	8%

Source: Personal Data

The data indicate that research on interactive media in history education remains more focused on academic aspects than on the development of students' historical thinking skills and historical literacy.

### ***Critical Appraisal of Articles***

The quality of articles was assessed to evaluate the suitability of the sources used in the research. The assessment was based on the relevance of the topic, the clarity of the research methods, the completeness of the data, and the alignment of the research findings with the study's focus.

Table 3

*Article Feasibility Assessment*

Researcher	Relevance	Methodology	Data Quality	Feasibility
Ariaty (2025)	Highly relevant	Clear	Complete	Feasible
Hilda (2026)	Highly relevant	Very Clear	Complete	Highly feasible
Petrisia (2025)	Highly relevant	Clear	Complete	Feasible
Purmintasari (2023)	Relevant	Clear	Complete	Feasible
Mameru (2025)	Relevant	Fairly clear	Fairly Complete	Feasible
Narpila (2025)	Highly relevant	Clear	Complete	Feasible

Source: Personal Data

The evaluation results indicate that the articles used are of high quality and align with the research focus. Most of the articles employ experimental methods and research and

development approaches, so the resulting research data is considered sufficiently robust to explain the impact of interactive media on history learning.

## **Discussion**

The results of the study indicate that the use of interactive media in history instruction at the secondary school level has a significant impact on both the process and outcomes of student learning. The integration of digital technology into instructional activities creates a learning environment that is more dynamic, communicative, and engaging. Students no longer merely listen to one-way explanations from the teacher but are actively engaged through various forms of digital-based learning activities such as interactive videos, educational multimedia, educational apps, digital quizzes, historical simulations, and online learning platforms. These conditions make the history learning process more engaging, resulting in a noticeable increase in students' attention and participation during lessons. Research findings on the use of interactive multimedia also indicate that the use of digital media can help improve students' understanding of historical material because the content is presented in visual, audio, and animated formats that are easier for students to grasp (Petrisia et al., 2025).

Various studies analyzed in this review show a tendency toward relatively similar results, namely that interactive media can improve students' learning motivation, learning outcomes, interest in learning, and critical thinking skills in history education. Digital-based learning is considered more effective than conventional methods because students gain a more contextual and varied learning experience. The use of digital media allows students to explore the material independently, so that learning is not solely teacher-centered. Research on the use of history learning applications based on seamless learning explains that the use of digital technology can help create flexible learning and support the concept of student-centered learning in 21st-century education (Yusril et al., 2021). The consistency of these findings suggests that the effectiveness of interactive media is not solely determined by the technological features embedded within the learning tools, but also by their ability to create meaningful learning experiences. From an educational perspective, the positive outcomes identified across different studies indicate that interactive media function as cognitive and motivational supports that help students connect historical concepts with real-world contexts. This finding reinforces the view that learning effectiveness is influenced not only by the content being delivered but also by how learners interact with that content during the learning process.

In addition to boosting motivation to learn, interactive media also influences students' ability to understand historical events more concretely. The use of historical visualization

videos, for example, helps students understand the chronology, key figures, and background of a historical event more clearly because the material is presented in an engaging visual format. Research on the visualization of material regarding the PETA Uprising in Blitar shows that educational video media can help students understand historical material better, particularly in online learning (Herlinda et al., 2021).

The study's findings also show that each type of interactive media has distinct characteristics and advantages in supporting history learning. Interactive video-based media such as Edpuzzle are more effective at increasing students' attention and focus on learning because the material is delivered through a combination of audio, visuals, animations, and interactive assessments. Meanwhile, educational game-based media is better able to increase student enthusiasm and engagement in learning because it provides a fun learning experience. Research on history game-based learning media shows that the use of educational games can increase learning motivation while helping students develop critical thinking and problem-solving skills in understanding historical material (Aruna et al., 2021).

On the other hand, the use of technologies such as Google Earth, virtual museums, and augmented reality also makes a significant contribution to history education because it helps students understand the relationship between space, time, and historical events in a more concrete way. The use of these technologies allows students to view visualizations of historical sites as well as reconstructions of past events, making learning more contextual. Research on the use of augmented reality in history education shows that AR technology can create a more engaging learning experience and help students understand historical material through interactive object visualization (Dirgantoro, 2021). These findings have important implications for history education because they demonstrate that historical understanding can be strengthened when abstract narratives are transformed into visual and spatial learning experiences. Through technology-assisted visualization, students are encouraged to examine historical events from multiple perspectives rather than simply memorizing facts and dates. Consequently, interactive media contribute not only to knowledge acquisition but also to the development of analytical and interpretative abilities that are central to historical inquiry.

The findings of this study indicate that the use of interactive media is closely linked to constructivist theory, which places students at the center of the learning process. In digital-based learning, students do not merely passively receive information but are also actively involved in constructing knowledge through exploration, observation, discussion, and analysis of the material being studied. The presence of interactive media provides students with the

opportunity to engage in a more active and participatory learning experience, thereby fostering a deeper and more meaningful understanding of historical material. This aligns with the perspective of Azhar Arsyad, who states that learning media can stimulate students' attention, interest, thinking, and engagement in the learning process. Although it offers many benefits, the implementation of interactive media in history education still faces various challenges in practice. The primary obstacle most frequently encountered is the limited availability of technological facilities in schools. Not all schools possess the necessary infrastructure such as computers, LCD projectors, a stable internet connection, or adequate multimedia laboratories. These conditions have prevented the optimal implementation of digital learning materials in all schools. Furthermore, teachers' digital literacy remains a challenge in itself, as not all educators possess the necessary skills to operate learning technologies.

Another issue that arises is the potential for distraction during the use of digital media in learning. Students tend to be more easily distracted by social media, online games, or other forms of digital entertainment if the use of technological devices is not properly supervised. Therefore, teachers need to design appropriate learning strategies so that the use of digital media remains focused on achieving history learning objectives. The use of innovative learning models such as project-based learning, problem-based learning, or blended learning can serve as alternatives to maintain student engagement throughout the learning process as it unfolds (suwarni & superman, 2021).

The development of digital technology in the current era also opens up greater opportunities for innovation in history education in the future. The use of artificial intelligence (AI), virtual reality (VR), augmented reality (AR), virtual museums, and gamification has the potential to create a more visual, interactive, and contextual history learning experience. These technologies enable students to gain learning experiences that resemble real-world conditions, so that history is no longer viewed as a boring subject. The use of interactive digital storytelling is even considered capable of helping students understand cultural heritage and historical events in a more engaging way through a combination of visual, audio, and digital narrative elements (Rizvic *et al.*, 2020).

Although research on interactive media in history education continues to evolve, there are still several aspects that have not been studied in depth. Most studies still focus on improving student learning outcomes, motivation, and interest in learning. Meanwhile, research on historical thinking skills, historical literacy, historical empathy, and character development in students through The use of digital media remains relatively limited. Research

on the use of AI-based technology, VR, the metaverse, and immersive learning in history education is also still scarce, particularly at the secondary school level in Indonesia. This situation indicates that there is significant potential for future research. A distinctive contribution of this review lies in its effort to synthesize evidence from different types of interactive media and diverse educational contexts into a single analytical framework. Unlike previous studies that generally examined one specific medium or one particular learning outcome, this review integrates findings related to learning motivation, learning achievement, critical thinking, learning interest, and student participation. Through this synthesis, the study provides a broader understanding of how interactive media influence multiple dimensions of history learning simultaneously and highlights emerging areas that remain underexplored within the existing literature. Overall, the study's findings indicate that interactive media play a significant role in enhancing the quality of history education in secondary schools. The use of digital technology can create a learning process that is more active, creative, innovative, and aligned with the educational needs of the 21st century. Therefore, the development of interactive media must continue through the enhancement of teachers' digital competencies, the provision of adequate educational technology facilities, and the continuous development of technology-based innovations in history education so that history learning can be more effective and meaningful for students. The limited number of studies focusing on historical literacy, historical empathy, and historical thinking skills also reveals an important direction for future research. This condition indicates that the success of interactive media has predominantly been measured through academic achievement and motivation, while broader historical competencies have received less attention. Expanding research into these areas would provide a more comprehensive understanding of how digital technologies contribute to the development of students as critical and reflective learners of history.

## **CONSLUSION**

This study concludes that the use of interactive media in history learning at the secondary school level contributes positively to various dimensions of the learning process. Based on the synthesis of fifteen studies published between 2020 and 2026, interactive media have been shown to improve learning motivation, learning outcomes, learning interest, critical thinking skills, and student participation. The findings also indicate that technology-based learning media, including interactive multimedia, Google Earth, virtual museums, H5P, and educational web platforms, can create more engaging and meaningful learning experiences than conventional instructional approaches. The findings of this review have practical implications

for history educators and educational institutions. The integration of interactive media can support the development of more student-centered learning environments and encourage greater engagement with historical content. Therefore, teachers are encouraged to utilize digital learning resources creatively, while educational institutions should provide adequate technological support and professional development opportunities to facilitate their implementation.

Despite providing a comprehensive overview, this study has several limitations. The review was limited to fifteen articles published between 2020 and 2026 and focused primarily on studies conducted at the secondary school level. As a result, the findings may not fully represent developments in interactive media research at other educational levels or across a broader time span. Future research is recommended to include a larger number of studies, examine different educational contexts, and explore emerging technologies such as artificial intelligence, virtual reality, and immersive learning environments in history education. Further investigations may also focus on historical literacy, historical empathy, and higher-order historical thinking skills to provide a deeper understanding of the long-term educational impact of interactive media.

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