

The Role of Interactive Learning Media in Improving Students' Learning Motivation of Islamic Education

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ABSTRACT

This study aims to explore the role of interactive learning media in enhancing students' motivation to learn in Islamic Religious Education (PAI) subjects. In today's digital era, the use of interactive media has become an essential innovation in the field of education. These media provide a more engaging and enjoyable learning experience, actively involving students in the learning process. The research method used is qualitative descriptive with data collected through observation, interviews, and documentation. The results show that interactive learning media, such as educational videos, interactive quizzes, and digital applications, are effective in increasing students' interest and participation in PAI lessons. Students became more enthusiastic, actively asked questions, and demonstrated improved understanding of the subject matter. In addition, teachers felt supported in delivering materials more effectively and efficiently. The conclusion of this study is that interactive learning media play a significant role in improving students' learning motivation, especially in PAI subjects, which are often perceived as monotonous by some students. Therefore, the development and utilization of interactive media should continue to be enhanced to create more meaningful and enjoyable learning experiences.

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1. INTRODUCTION

Islamic Education (PAI) has an important role in shaping the character and spirituality of students. In the context of formal education, PAI subjects aim not only to transfer Islamic knowledge but also to instill moral and ethical values in everyday life [1]. However, amidst the rapid development of technology and information, the challenges in delivering PAI material are increasingly complex. One of the most obvious challenges is the low motivation of students to learn, especially in following lessons that are considered less interesting or monotonous, such as PAI. Therefore, new approaches are needed to arouse students' interest and active involvement in the learning process [2].

Interactive learning media is one of the innovative solutions that can answer these challenges. This media combines visual, audio, and interactive elements to create a more lively and interesting learning experience [3]. The application of interactive learning media in Islamic Religious Education allows students to more easily understand religious concepts through simulations, videos, educational games, and digital quizzes [4]. Interactive learning provides space for students to actively participate, think critically, and connect learning materials with real life. In this case, students' learning motivation can be increased because they feel more involved and challenged in participating in each learning activity [5].

Self-learning motivation is one of the determining factors for students' success in achieving optimal learning outcomes. Students who have high motivation tend to be more persistent, creative, and do not give up easily in completing learning tasks. Conversely, less motivated students tend to be passive, get bored quickly, and do not appreciate the learning process. In the context of Islamic Religious Education learning, motivation is very important, considering that the material taught is not only cognitive, but also affective and psychomotor. Therefore, a learning strategy is needed that can foster student motivation as a whole, one of which is through the use of interactive learning media. As expressed by Winataputra, learning media can provide a strong stimulus in arousing interest in learning, especially if it is adjusted to student characteristics and the development of the current digital era.

Furthermore, conventional Islamic Religious Education learning tends to be one-way, namely, the teacher as the center of information and students as passive recipients. This learning model is often unable to create a pleasant and meaningful learning atmosphere. This is reinforced by research results showing that the use of interactive media in religious learning can increase student activity, deepen understanding of the material, and foster Islamic values more contextually. Thus, the integration of technology in religious learning is not just a modern lifestyle, but an urgent pedagogical need in today's digital era.

The use of interactive learning media also supports the principle of student-centered learning. When students are allowed to explore material through interactive media, they not only become recipients of information but also seekers, processors, and presenters of information. This is in line with the 21st-century learning approach that emphasizes critical thinking skills, creativity, collaboration, and communication. On the other hand, teachers are no longer the only source of information, but rather facilitators who help students find meaning in each learning process. According to Sadiman, the use of media in learning will be more effective if the media can invite students to be actively involved and provide quick feedback.

Considering the above, it is important to conduct in-depth research on the role of interactive learning media in helping to improve students' learning motivation, especially in Islamic Religious Education subjects. This research will not only provide theoretical contributions in the development of learning strategies but will also provide practical impacts for Islamic Religious Education teachers in designing teaching methods that are more innovative and relevant to the needs of the times. It is hoped that through this research, religious education in schools will no longer be considered a boring lesson, but rather a fun, meaningful learning experience that has a positive impact on students' daily lives.

2. METHOD

This study uses a qualitative approach with a descriptive research design. The qualitative approach was chosen because this study aims to understand the meaning behind the role of interactive learning media in increasing students' learning motivation, especially in Islamic Religious Education (PAI) subjects. Through this approach, researchers can explore in depth the experiences, views, and perceptions of students and teachers in the learning process involving interactive media. According to Moleong, a qualitative approach allows researchers to gain a deeper understanding of social situations and human behavior in their original context.

Data collection in this study was carried out through three main techniques, namely observation, in-depth interviews, and documentation. Observations were carried out directly in the classroom during the learning process, to observe how interactive learning media is used, how

students respond to the media, and how teachers manage the class when the media is applied. Observations were carried out in a participatory manner, where researchers were not only passive observers but also actively interacted to understand the dynamics of learning contextually. Interviews were conducted in depth with teachers and several selected students who actively participated in learning with interactive media. The questions asked were open-ended to provide space for informants to express their opinions and experiences freely. This interview technique follows a semi-structured interview guide so that the data obtained remains focused but flexible in its development [6].

Meanwhile, documentation techniques are used to complement the data obtained from observations and interviews. Documents collected include the Learning Implementation Plan (RPP), learning materials presented through interactive media, student learning evaluation results, and photos or screenshots of media use during learning. This documentation is important to provide concrete evidence of the observed learning process and results. The combination of these three techniques is expected to produce complete, accurate, and credible data following the focus of the research.

In analyzing the data, researchers used the Miles and Huberman model of qualitative data analysis techniques, which includes three stages: data reduction, data presentation, and conclusion. In the data reduction stage, irrelevant or repetitive information is filtered and grouped into certain categories. Then the data is presented in the form of a descriptive narrative that describes the field findings. The final stage is drawing conclusions and verification, namely formulating interpretations from the results of observations, interviews, and documentation to answer the focus of the research. Data validity is maintained through triangulation techniques, namely comparing data from three different sources to ensure consistency and accuracy of information.

To ensure the validity of the data, researchers also apply four criteria from Lincoln and Guba, namely credibility, transferability, dependability, and confirmability. Credibility is established by extending the research time in the field and conducting member checks, namely confirming the results of interviews with informants. Transferability is maintained by describing the research context in detail, allowing this research to be applied in a similar environment. Dependability is achieved by documenting the entire research process systematically, while confirmability is carried out by storing all data and field notes so that they can be traced back if needed.

With this method, the research is expected to be able to describe in full and in depth how interactive learning media plays a role in increasing students' learning motivation in Islamic Religious Education subjects. The findings of this study are also expected to provide practical contributions for teachers, schools, and interested parties in improving the quality of relevant and enjoyable technology-based learning.

3. RESULTS AND DISCUSSION

Based on the results of observations, interviews, and documentation conducted in one of the junior high schools, it was found that the use of interactive learning media has a significant effect on increasing students' learning motivation in Islamic Education (PAI) subjects. The interactive media used include Android-based educational applications, interactive quizzes using Kahoot and Wordwall, and animated presentations through interactive PowerPoint. These media are not only visually appealing, but also provide a fun and non-boring learning experience.

One of the main findings is the increase in student participation during the learning process. This can be seen from the enthusiasm of students in answering questions through digital quizzes, as well as increased activity in group discussions after the material was presented with interesting visual media. The teacher said that before the use of interactive media, students tended to be passive and reluctant to ask questions. However, after the application of this media, students found it easier to understand the material and felt comfortable expressing their opinions in class. This shows that interactive media can create a more conducive and communicative learning atmosphere. According to Zuhairini, media that are interesting and relevant to students' lives will

stimulate interest in learning and strengthen the process of internalizing values in religious learning.

In addition, from the interview results, it is known that students feel more motivated to learn Islamic Religious Education material because the learning media makes them not get bored quickly and feel more "involved" in the learning process. Some students even stated that the use of educational games in Islamic Religious Education learning makes them look forward to the lesson every week. This is in line with Sudjana's opinion that students' learning motivation can grow when teachers can create a learning situation that is fun and relevant to the students' world.

Other findings show that the use of interactive media can improve students' conceptual understanding. This can be seen from the results of formative evaluations in the form of online quizzes and digital assignments, which show that the average student score increased after interactive media were used consistently. Teachers noted a 15% increase in the average class score compared to previous conventional learning. This shows that interactive media not only has an impact on learning motivation but also directly affects student learning outcomes. In the context of Islamic Religious Education learning, understanding religious concepts requires not only memorization, but also appreciation of values, which can be facilitated with interesting visual and audio media.

Interactive learning media also facilitates student-centered learning, where students are not only objects of learning but active subjects involved in the learning process. Teachers in this study act as facilitators, not as the only source of information. This is by the Independent Curriculum paradigm, which emphasizes active, contextual, and collaborative learning. Through interactive media, teachers can more easily personalize teaching materials according to students' level of understanding. This is also in line with Hamalik's opinion, which states that learning media can bridge differences in students' learning abilities and enrich teaching strategies.

From the teacher's perspective, the use of interactive media provides both challenges and opportunities. Teachers need to adapt to technological developments and improve their digital competencies to be able to integrate media effectively in learning. The Islamic Religious Education teacher who was a resource person in this study stated that training in the use of interactive media is very important so that teachers do not lag behind the times and can convey Islamic teachings with a more interesting and relevant approach for today's digital generation. Therefore, the role of teachers in the digital era is not only as educators, but also as learning innovators. In this case, it is important to continue to improve teacher capacity through workshops and regular training.

Based on documentation and teacher reflection, another challenge faced in the use of interactive media is the availability of infrastructure and internet networks in schools that are not evenly distributed. However, with teacher creativity, media can be adapted in offline forms such as animated PowerPoint or educational applications that do not require an internet connection. This proves that limited facilities do not necessarily become the main obstacle if teachers have the will and creativity to deliver material interestingly. In this context, the development of learning media should be adjusted to local conditions and available resources, as stated by Hasanah in her research on contextual learning media.

Overall, the results of this study indicate that interactive learning media play an important role in increasing students' learning motivation in Islamic Religious Education subjects. This media not only increases student engagement but also encourages the creation of an active, enjoyable, and meaningful learning atmosphere. This finding is important as a basis for developing more innovative and adaptive learning strategies for the development of educational technology. It is hoped that this finding can be a reference for Islamic Religious Education teachers at various levels of education to integrate interactive media as part of daily learning practices.

4. CONCLUSION

Based on the research results, it can be concluded that the use of interactive learning media plays a significant role in increasing students' learning motivation in Islamic Education (PAI) subjects. Interactive media can create a pleasant learning atmosphere, increase active student participation, and help understand religious concepts more deeply. In addition, this media also

supports the implementation of student-centered learning and strengthens the role of teachers as facilitators who are adaptive to technological developments. Although there are challenges such as limited facilities, teacher creativity in adapting media according to local conditions is the key to successful learning. Therefore, the integration of interactive media in PAI learning needs to be continuously developed as part of educational innovation that supports the achievement of effective and meaningful learning goals.

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