

INCREASING STUDENT INTEREST IN ISLAMIC EDUCATION LEARNING THROUGH INTERACTIVE MEDIA

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Abstract: Education in the global era is influenced by technological developments which are increasingly uncontrollable, this is due to the lack of ineffective use of media. As a result of this mismatch, many students do not get learning experience according to their particular subject matter in the field of religion. In fact, Islamic religious education is the initial foundation for the formation of student character. Teachers must be able to create interactive media that can attract students to learn about Islam. Therefore, this research aims to review literature regarding increasing interest in learning Islamic Religious Education through interactive media in schools. This study analyzes various sources that discuss the effectiveness of interactive media such as digital applications, educational videos, and interactive games in increasing student motivation and understanding. The results of the literature review show that the use of interactive learning media can increase students' interest in learning by making learning more interesting and enjoyable. Apart from that, interactive media also helps students understand the material better through visualization and direct interaction. This research concludes that the integration of interactive learning media in Islamic religious education in elementary schools has great potential to improve the quality of learning and student learning outcomes.

INTRODUCTION

The world of education in the current era of globalization will not be separated from the influence of technology, various studies show that the results of the influence of technology are able to change various patterns in learning. Not only adults, even children in the modern era now or what is called the millennial generation are faster develop through technology. The learning process carried out by them is different from the era when technology was not as widespread as it is now. So that experience in obtaining knowledge and information in the current era is faster. According to Novia Rizki Muhtar, et al, "Learning is an activity where a

person seeks to acquire knowledge, skills and positive values by utilizing various sources for learning.¹

The learning resources of the millennial era are easier than those of the previous generation. They use various social media to get information. However, not all millennial generation children are familiar with technology when it comes to learning. This is influenced by several factors, one of which is interest in learning. In the opinion of Nurlina Ariani, et al, who said, "A person's interest in learning does not just arise, but there are several factors that influence it."² They tend to be passive towards technological media, occasionally opening it only for entertainment, not learning, so that their learning experience is less than optimal because they prioritize pleasure. In line with Andi Achru's statement, "Interest is a concentration of attention that contains elements of feelings, pleasure, inclinations, involuntary desires that are active in nature to receive something from the outside (the environment)."³

Based on this fact, an educator, in this case a teacher, must create interactive media that is able to convey good lessons and learning experiences. Teachers have the potential to be able to create sophisticated and interesting media to be used as media that can help with learning preparation. In line with Hamza's opinion, he said, "In relation to the use of media in learning activities, teachers need to be careful in selecting and/or determining the media to be used."⁴ The type of media can be multimedia, such as a combination of audio-visual content, so it will be more interesting. According to Tresna Adetya, "Multimedia in general is a combination of three elements, namely sound, images and text. Or Multimedia is a combination of at least two data input or output media, media can be audio (sound, music), animation, video, text, graphics and images."⁵ Using teaching tools in learning can offer assistance for teachers' inability to convey data and limit lesson hours.

Media functions as a data source for learning materials. However, in reality there are still many schools that have not utilized the potential of interactive learning media to the fullest. Students often feel bored and lack motivation to take Islamic religion classes. This makes their

¹ Novia Rizki Muhtar,dkk, *Upaya Peningkatan Minat Belajar Siswa Melalui Penggunaan Media Audio Visual dalam Mata Pelajaran Pendidikan Agama Islam di SDN 1 Banjarejo*, SHEs: Conference Series Vol 7 No 3 2024 (1354-1359)

² Nurlina Ariani,dkk, *Buku Ajar Belajar Dan Pembelajaran*,(Bandung: CV. Widina Media Utama,2022)Hal 30

³ Andi Achru P, *Pengembangan Minat Belajar Dalam Pembelajaran*, JURNAL IDAARAH, VOL. III, NO. 2, DESEMBER 2019(205-215)

⁴ Hamzah Pagarra,dkk, *Media Pembelajaran*,(Makasar: Badan Penerbit UNM,2022)hal.67

⁵ T Tresna Aditya; Ajat Sudrajat; M. Syarif Sumantri, *The Development of Interactive Multimedia Based on the Quiz Education Game on the Content of IPS Learning in Basic Schools*, International Journal of Multicultural and Multireligious Understanding, Vol. 8, No. 4, April 2021(654-661).

understanding of the teaching materials incomplete. In fact, Islamic religious education plays an important role in shaping children's personality and morals from an early age.

RESEARCH METHODS

This research uses a qualitative method in which a researcher describes various problems by analyzing the problem and then tracing and analyzing relevant literature to understand the phenomenon being researched.

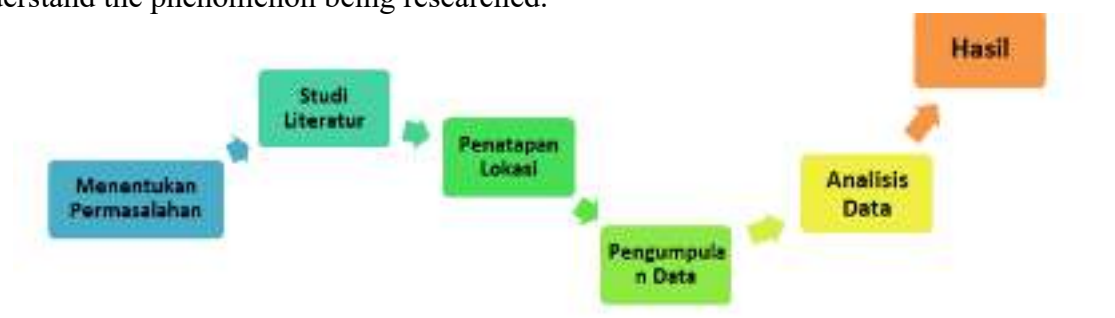


Figure 1. Stages of Qualitative Research.⁶

In line with Feny Rita Fiantika's statement, "the qualitative approach is an approach to building knowledge statements based on a constructive perspective (for example, meanings originating from individual experience, social and historical values with the aim of building a particular theory or pattern of knowledge) or based on a participatory perspective (for example: orientation towards politics, issues, collaboration or change); or both.⁷ In other words, this research explores various sources of academic literature such as Google Scholar, Mendeley, JSTOR, ProQuest and other databases that provide relevant articles, journals and books and looks directly at the selection of research locations. The keywords used in the search are limited to "interest in learning Islamic Religious Education through interactive media". The selected literature includes various studies from accredited scientific journals.

The synthesis process aims to integrate findings according to various origins to create a comprehensive image of the interaction between interactive learning media and interest in learning Islamic Religious Education. Each finding will be categorized according to the category and relevance of the question and study objectives. The results of the analysis are then presented in the form of a structured narrative to provide a deep understanding of the topic being studied.

This study uses a literature review with a narrative review approach by presenting a descriptive and comprehensive summary and synthesis of existing literature. To explore

⁶ Suryana, *Metodologi Penelitian, (Model Praktis Penelitian Kuantitatif dan Kualitatif*, (Palembang:UPI,2010)Hal.10

⁷ Feny Rita Fiantika,dkk, *Metodologi Penelitian Kualitatif*(Padang: PT. Global Eksekutif Teknologi)Hal.4

increasing interest in learning through interactive learning media in learning Islamic Religious Education in schools. The research subjects were various literature sources related to interactive learning media, interest in learning, and Islamic religious education in schools, which were selected through systematic searches in academic databases with relevant keywords such as Google search, Garuda Journal and confirmed with Sinta standard data. Meanwhile, the research object in the field involved SDN 1 Ngadirejo, Blitar City and SMP 7 Negri, Blitar City.

Data were analyzed to identify key themes, then synthesized to highlight key findings from relevant literature. The quality of the literature is evaluated using an evaluation checklist to ensure its credibility and relevance. By using the Google search engine, the number of Google search data search results regarding "Interest in Learning Islamic Religious Education Through Interactive Media" was 48,700 pieces of literature found, in Garuda there were 6 pieces of literature found but they were not in sync with the learning material, on average apart from religious education Islam with search keywords: interest in learning through interactive media. and there is nothing specifically about Islamic Religious Education. then in the Mendeley search engine with the keyword "Interest in Learning Islamic Religious Education Through Interactive Media" there are 7 journals. The findings can increase if you search further in related journals, but are limited to 5 literature published years from 2020 to 2024. Procedure Data collection includes literature searches, literature evaluation, and analysis based on predetermined criteria. With this approach, this study is expected to provide comprehensive insight into the role of interactive learning media in increasing interest in learning in Islamic religious education in schools.

RESULTS AND DISCUSSION

Based on the results of this discussion, it is identified that the use of interactive learning media has been able to positively increase interest in learning in Islamic Religious Education in elementary schools. Analysis of various literature sources shows that interactive media, such as digital applications, educational videos and interactive games, have succeeded in increasing student involvement in learning about Islam. This happens because interactive media can make learning more interesting, fun and relevant for students, thereby increasing their interest in teaching material. This is in line with the opinion of Adi Kristanto who said that, The use of media in learning can help children provide meaningful experiences for students.⁸

⁸ Andi Kristanto, *Media Pembelajaran*, (Surabaya: Bintang Surabaya, 2016) Hal.110

In essence, the function of media makes it easier for students to understand the material provided by the teacher. By increasing interest in learning through the use of this media, students' character and behavior will change for the better. This is in line with the opinion of M. Sahib Saleh who said that, the main function of teaching media is to create conditions for students to capture knowledge accurately and in depth, develop cognitive capacity and shape students' personalities.⁹ This is in line with Islamic religious education material which prioritizes behavior.

However, there are several challenges and obstacles that need to be considered in implementing interactive learning media in the context of Islamic education in schools. One of them is the availability of adequate infrastructure and technology in the school environment, as well as sufficient training for teachers to integrate interactive learning media in Islamic religious learning.

Overall, the results of this literature study analysis provide confirmation that the use of interactive learning media has a positive impact on interest in learning and understanding Islamic religious material in schools. However, further attention is needed to the supporting factors and obstacles in implementing interactive media in the context of Islamic religious education in order to maximize its benefits for student learning.

The following is a presentation of research results related to interest in learning through interactive media:

No	Researcher Name	Research Title	Journal Address	Research result
1	Benedictus Audy Andarto Iwan Ramadhan Hainon	Increasing Interest in Learning Sociology Through Media Blended Wordwall Interactive Learning Padlet in Class Xc of Sma Negeri 9 Pontianak	https://journal.ipts.ac.id/index.php/ED/article/view/5877	Based on the results of cycles 1, 2, and 3 of this classroom action research, it was seen that there was a significant increase in interest in studying sociology after implementing the interactive learning media Word Wall combined with Padlet in Class XC of SMA Negeri 9 Pontianak.
2	Muhammad Rasikul Islam	Implementation Of Paikem Using Interactive Media Games In Increasing Interest In Learning Pai At SMP Kartika Iv-1	https://jurnal.staip.ac.id/index.php/hasanah/article/view/155	The application of the PAIKEM method using interactive game media at SMP KARTIKA IV-1 Surabaya gave rise to many positive responses, especially from students. students are

⁹ M. Sahib Saleh,dkk, *Media Pembelajaran*(Purbolingga: EUREKA MEDIA AKSARA,2023)Hal.12

		Surabaya		more enthusiastic about participating in Islamic Religious Education learning. They are more active and creative in developing their abilities in solving problems given by the teacher. Students' interest in taking Islamic Religious Education lessons is also increasing, this is evidenced by the increasing activeness and competitive spirit of students in taking Islamic Religious Education lessons. The learning atmosphere becomes more enjoyable so that student learning outcomes improve and get closer to the expected learning goals.
3	Legi Aulia Putri1, Ulva Rahmi	Utilization of Digital Media to Increase Interest in Learning PAI in the Millennial Generation	https://pb-si-upr.id/index.php/Faedah/article/view/662	The use of digital media in Islamic Religious Education (PAI) learning for the millennial generation has a significant positive impact on students' interest in learning. Based on the results of the research and discussion, it can be concluded that the integration of technology in the context of religious learning not only enriches teaching methods, but also meets the learning needs and preferences of the dynamic and digitally connected millennial generation. Students' interest in learning is stimulated through a more interactive learning approach, flexible access to the material, as well as the use of supporting multimedia technology. Digital media-based learning also provides opportunities for students to actively participate, collaborate, and relate religious values to the context

				of their daily lives. The use of educational games and other aspects of digital media also provides elements of challenge and reward that can increase learning motivation.
4	Ifa Rachmawati ¹ , Kusmiyati ²	Development of Video-Based Interactive Multimedia Learning for Islamic Religious Education Subjects to Increase Students' Interest in Learning	https://journal.ascarya.or.id/index.php/edusi/article/view/662/148	After conducting research, it shows that students' interest in learning through interactive multimedia-based learning is higher than before using multimedia.
5	Bisyri Abdul Karim, maryam Ismail ¹ , M.Y unus Anwar ¹	Literature Study: The Effectiveness of Interactive Media in Learning Interpretation to Increase Students' Interest in Learning	https://pasca-umi.ac.id/index.php/jge/article/view/1781	The use of interactive media has potential significant in increasing students' interest in learning interpretation.

Journal source from a Google Scolar search with the search limit "Interest in Learning through Interactive Media, published in 2024.¹⁰ In general, it can be concluded that the five studies that have been analyzed meet the standard criteria for good research quality, so that they can be used as credible and relevant references in studying interest in learning through interactive media.

Based on the results of the first observation, the results of the survey showed that 75% of students did not like interactive media because they were only focused on the material. This was proven by research in the first cycle. The results of learning Islamic Religious Education through interactive media using storytelling pictures were obtained from 28 elementary and middle school students. The average score is 75. After the teacher evaluated the media used, it turned out that the media was not suitable because it only displayed images without sound. Then it was improved by adding sound and motion effects to produce very interesting media. After it was applied to elementary school students, the average score changed to 87 and middle school students 89. Based on the results of the media user satisfaction questionnaire, it was found that 95% of students liked interactive-based learning media, especially multimedia,

¹⁰ The Google Scolar source was accessed on December 2 2024 at 10.00 WIB

because it was more interesting. Meanwhile, 5% considered the media to be normal because students were able to create media that was more interesting than that created by the teacher.

According to Nurlina Ariani, "According to Gagne, learning consists of three important components, namely external conditions, internal conditions, and learning outcomes."¹¹ Based on this, it is clear that internal conditions, in this case teachers in creating media, will influence student learning outcomes.

Technological advances encourage teachers to create learning media for the subjects they master. The use of innovation in the world of education has many ways and methods of working. One of them is utilizing innovation in game-based learning. In line with M Sahib, he said that, the main function of teaching media is to create conditions for students to capture knowledge accurately and in depth, develop cognitive capacity and shape students' personalities.¹² Currently, people, especially young people, prefer and are interested in playing computer games such as video games, Android games, online games and other computer games, but this is not balanced religiously.

According to Andi Hadiyanto, "What is meant by religious basis is a basis that originates from Islamic teachings. In Islam the source of knowledge is the Koran and al-Hadith."¹³ Therefore, the role of Islamic education in learning for the younger generation is very important. This means that the government has created a religious curriculum whose material includes Islamic religious education subjects in schools. A literature review regarding interactive learning media and interest in learning Islamic religious education (PAI) in schools shows that technology has great potential in increasing student involvement and motivation. Islamic religious education in schools is an important aspect in forming children's character and morals, but often faces challenges in attracting students' interest in learning. Therefore, the use of interactive learning media is a promising solution.

Interactive learning media includes various technology-based tools and platforms such as educational applications, learning games, interactive videos, and digital simulations. This media is designed to make the learning process more interesting and enjoyable. By providing a more dynamic and participatory learning experience, students tend to be more motivated to engage in learning. Several studies show that the use of interactive media can increase students' intrinsic and extrinsic motivation, as well as improve their learning outcomes.

¹¹ Nurlina Ariani Hrp,dkk. Belajar Dan Pembelajaran,(Bandung: Widina Bhakti Persada.2022)Hal25

¹² M. Sahib Saleh,dkk, *Media Pembelajaran*(Purbolingga: Eureka Media Aksara,2023)Hal.12

¹³ Andi Hadiyanto,dkk,*Pendidikan Agama Islam Untuk Perguruan Tinggi*,(Jakarta: Fikra Publikasi,2020)Hal.8

Previous studies on the use of interactive learning media in various subjects, including PAI, showed positive results. For example, the use of educational games in PAI lessons can help students understand religious concepts in a more fun and interesting way. In line with the research results of Legi Auliya Putri who said, "The research results show that the use of digital media in PAI learning in the millennial generation has a positive impact on students' interest in learning."¹⁴

Esi Hairani in her research also concluded that the use of interactive learning media has positively influenced interest in learning in Islamic religious education in schools.¹⁵ The implementation of interactive learning media in PAI also shows other benefits, such as increasing active student participation and reducing boredom. Students tend to be more enthusiastic and enthusiastic in following lessons when they interact with media that is interesting and relevant to their daily lives. In addition, interactive media allows for immediate feedback, which is very important in the teaching and learning process. In line with research from Shofina Rohmah who said, the use of interactive multimedia in the learning process is very effective in attracting students' interest in learning so that it can improve student learning outcomes significantly.¹⁶

However, there are several challenges in implementing interactive learning media. One of the main challenges is limited access to technology, especially in less developed areas. Apart from that, teacher readiness in adopting and integrating technology in learning is also a determining factor for success. Training and professional development for teachers is very necessary so that they are able to use interactive media effectively.

CONCLUSIONS AND RECOMMENDATION

Interactive learning media has great potential to increase students' interest in learning in Islamic education at school. This was proven after the teacher provided stimuli in the form of images, objects and sounds that were able to make children interested in learning. Providing this kind of stimulation resulted in a very positive response. Based on the results of studies in the field, 75% of students commented that it was not interesting because the objects displayed

¹⁴ Legi Aulia Putri, Ulva Rahmi, *Pemanfaatan Media Digital untuk Meningkatkan Minat Belajar PAI pada Generasi Milenial* Utilization of Digital Media to Increase Interest in Learning PAI in the Millennial Generation, *Faedah : Jurnal Hasil Kegiatan Pengabdian Masyarakat Indonesia*: Vol.2, No.1 Februari 2024,(27-31)

¹⁵ Esi Hairani, Yanti Susanti, Rahma Mahdiyah, *Kajian Literatur tentang Media Pembelajaran Interaktif dan Minat Belajar Pendidikan Agama Islam di Sekolah*, *Edukatif: Jurnal Ilmu Pendidikan*: Volume 6 Nomor 4 Agustus 2024(3190 – 3199)

¹⁶ Shofiana Rohmah, I Made Tegeh, *Multimedia Interaktif Untuk Meningkatkan Minat dan Hasil Belajar PAI*, *Jurnal Edutech Undiksha*, Volume 10, Number 2, Tahun 2022(215-224)

were ordinary, but after improvements were made at the next meeting, 95% of students were interested in learning using interactive media, especially multimedia. There are many factors that cause this, such as a lack of teacher creativity in creating media, not understanding the suitability of the material with learning media. Teachers will be more creative if they always innovate in learning media and provide deeper learning experiences. This media can help students better understand and appreciate religious values. Media is made simply. However, the success of implementing this media is very dependent on access to technology and teacher readiness. Schools must support educational facilities and infrastructure, especially regarding the provision of adequate technological infrastructure and training for teachers.

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