

## The Role of Learning Media in Enhancing Students' Learning Interest in Islamic Education Subjects

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: January 24, 2026 Revised: March 28, 2026 Accepted: April 16, 2026 Available Online: May 10, 2026</p> <p><b>Keywords:</b> Learning Media; Learning Interest; Islamic Education; Interactive Learning; Learning Motivation.</p>	<p>This study aims to analyze the role of learning media in enhancing students' learning interest in Islamic Education subjects. This research employed a qualitative approach using a descriptive study method. Data collection techniques included observation, interviews, and documentation. The research subjects consisted of Islamic Education teachers and students involved in the learning process. The findings revealed that the use of learning media had a positive impact on students' learning interest. Learning media created a more engaging, interactive, and enjoyable learning atmosphere, encouraging students to participate actively in classroom activities. Furthermore, the use of media such as images, videos, digital presentations, and audio-visual materials helped students understand Islamic Education materials more easily and effectively. Teachers also became more creative in delivering instructional content. Therefore, learning media play an important role in enhancing students' learning interest in Islamic Education subjects.</p>
<p><b>Please cite this article:</b> Hidayat, Z. M., Salsabilla, C. A., &amp; Aini, V. (2026). The role of learning media in enhancing students' learning interest in Islamic education subjects. <i>Integrasi: Jurnal Studi Islam dan Humaniora</i>, 4(2), 89–99.</p>	<p style="text-align: center;"><b>ABSTRAK</b></p> <p>Penelitian ini bertujuan untuk menganalisis peran media pembelajaran dalam meningkatkan minat belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI). Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri atas guru PAI dan siswa yang terlibat dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa penggunaan media pembelajaran memberikan pengaruh positif terhadap minat belajar siswa. Media pembelajaran mampu menciptakan suasana belajar yang lebih menarik, interaktif, dan menyenangkan sehingga siswa lebih aktif dalam mengikuti proses pembelajaran. Selain itu, penggunaan media seperti gambar, video, presentasi digital, dan media audio visual membantu siswa memahami materi PAI dengan lebih mudah dan efektif. Guru juga menjadi lebih kreatif dalam menyampaikan materi pembelajaran. Dengan demikian, media pembelajaran memiliki peran penting dalam meningkatkan minat belajar siswa pada mata pelajaran Pendidikan Agama Islam.</p>
<p>Page: 89-99</p>	<p style="text-align: center;">This is an open access article under the CC-BY-SA licence (<a href="https://creativecommons.org/licenses/by-sa/4.0/">https://creativecommons.org/licenses/by-sa/4.0/</a>).</p>

### A. Introduction

Education is an essential process in developing human potential, character, knowledge, and skills. In the learning process, teachers are expected not only to transfer knowledge but

also to create meaningful learning experiences that encourage students to participate actively in classroom activities. One of the important factors influencing the success of learning is students' learning interest. According to Slameto (2015), learning interest is a feeling of attraction and enthusiasm toward learning activities that encourages students to engage actively in the learning process.

Learning interest has a significant influence on students' academic achievement and classroom participation. Students who possess high learning interest tend to be more motivated, enthusiastic, and responsible in completing learning tasks (Sardiman, 2018). Conversely, students with low learning interest often show passive behavior, lack concentration, and experience difficulties in understanding learning materials.

In the context of Islamic Education, learning interest becomes an important aspect because Islamic Education aims not only to develop cognitive competence but also to shape students' moral values and spiritual awareness. Islamic Education learning is expected to encourage students to understand and apply Islamic teachings in their daily lives (Nata, 2016). Therefore, teachers need to create engaging and effective learning environments that can increase students' interest in learning.

One of the efforts to improve students' learning interest is through the use of learning media. Learning media are tools, methods, or resources used to support the delivery of learning materials in order to facilitate students' understanding and participation in classroom activities (Arsyad, 2017). The use of learning media can make learning activities more interactive, attractive, and meaningful for students.

The rapid development of technology in the modern era has influenced educational practices significantly. Teachers are encouraged to integrate technological innovations into classroom instruction to improve learning quality. According to Munir (2017), digital and multimedia-based learning media can support students' understanding and motivation by presenting information in more attractive and interactive forms.

Learning media have various forms, including visual media, audio media, audio-visual media, and digital interactive media. Visual media such as pictures, diagrams, and charts can help students understand abstract concepts more easily. Audio-visual media such as videos and animations can also increase students' attention and participation during learning activities (Sadiman et al., 2014).

In Islamic Education learning, the use of media is highly important because many learning materials require contextual understanding and practical application. Through interactive media, students can better understand Islamic teachings, historical events, and moral values presented in learning materials. Media usage can also help teachers explain complex concepts in simpler and more understandable ways.

The role of teachers in utilizing learning media is crucial in determining the effectiveness of classroom instruction. Teachers are expected to select appropriate media according to students' characteristics, learning objectives, and classroom conditions (Sanjaya, 2016). Effective media selection can create positive learning experiences that encourage students to become more active and enthusiastic.

Student-centered learning approaches also emphasize the importance of interactive media in the classroom. According to Arends (2012), interactive learning environments encourage students to participate actively, collaborate with peers, and develop critical thinking skills. Learning media can facilitate such interactions by providing stimulating and engaging learning experiences.

Many schools still encounter challenges in implementing innovative learning media in Islamic Education classes. Some teachers continue to rely on conventional lecture methods without utilizing supporting media effectively. This condition often causes students to feel bored and less motivated during classroom instruction (Majid, 2014). Consequently, students' learning interest decreases, affecting their academic performance and participation.

The implementation of learning media can contribute positively to students' emotional and cognitive engagement. Students tend to enjoy learning activities more when teachers use attractive visual materials, videos, or digital presentations. Such learning environments create enjoyable classroom atmospheres that reduce students' boredom and increase concentration.

Research conducted by Huda (2017) revealed that interactive learning media significantly improved students' participation and understanding during classroom activities. Similarly, Nurhayati (2020) found that multimedia-based Islamic Education learning increased students' motivation and classroom engagement. These findings indicate that learning media have an important role in improving educational quality.

The use of audio-visual media in Islamic Education can also strengthen students' comprehension of religious values and practices. Videos demonstrating prayer procedures,

Islamic history, or moral stories can help students connect theoretical knowledge with real-life applications. Such approaches encourage meaningful learning experiences that are easier for students to remember.

In addition, learning media support students with different learning styles. Some students learn more effectively through visual presentations, while others prefer auditory explanations or practical demonstrations. By using various learning media, teachers can accommodate students' diverse learning needs and improve overall classroom effectiveness (Uno, 2016).

The development of digital technology has also introduced online learning platforms and educational applications that support Islamic Education instruction. Teachers can utilize digital presentations, online quizzes, and educational videos to create interactive classroom activities. According to Rusman (2018), technology integration in education can improve communication, creativity, and collaboration among students.

However, the implementation of learning media still faces several obstacles. Limited technological facilities, inadequate teacher training, and insufficient infrastructure often hinder the effective use of media in schools (Hamalik, 2015). In some educational institutions, teachers may lack the skills or confidence needed to integrate digital media into classroom instruction effectively.

Despite these challenges, learning media remain essential in creating effective and enjoyable learning environments. Media utilization can improve students' attention, participation, and learning outcomes when implemented properly. Teachers therefore need continuous professional development related to instructional media usage and classroom innovation.

Islamic educational principles also support the use of effective teaching methods and media in learning activities. Islam encourages educational approaches that facilitate understanding, wisdom, and meaningful communication between teachers and students. Educational interaction should create positive experiences that support students' intellectual and moral development (Al-Attas, 1991).

At present, many Islamic educational institutions attempt to improve the quality of learning by integrating various instructional media into classroom activities. Teachers increasingly recognize that learning media can motivate students and create more dynamic

learning environments. Such efforts are important in improving students' learning interest and educational achievement.

Therefore, this study aims to analyze the role of learning media in enhancing students' learning interest in Islamic Education subjects. This research is expected to provide theoretical and practical contributions to the development of Islamic Education learning strategies, particularly regarding the effective use of instructional media to create engaging, interactive, and meaningful learning experiences for students.

## **B. Method**

This study employed a qualitative research approach using a descriptive research design. The qualitative approach was chosen because it allows researchers to understand social and educational phenomena comprehensively within their natural settings. According to Creswell (2014), qualitative research focuses on exploring and understanding the meaning individuals or groups assign to social problems or human experiences. In this study, the researcher aimed to analyze the role of learning media in enhancing students' learning interest in Islamic Education subjects.

The descriptive method was used to describe systematically the implementation of learning media and its influence on students' learning interest during the Islamic Education learning process. This method enabled the researcher to examine classroom conditions, teacher practices, and students' responses toward the use of instructional media in detail.

The research was conducted at an Islamic educational institution where Islamic Education subjects were taught using various learning media. The subjects of this study consisted of Islamic Education teachers and students involved in classroom learning activities. Participants were selected purposively because they possessed relevant experiences and information related to the research focus. Sugiyono (2019) explains that purposive sampling is appropriate in qualitative research because participants are selected based on specific considerations and relevance to the study objectives.

Data collection techniques used in this research included observation, interviews, and documentation. Observation was conducted to examine directly how learning media were utilized during classroom instruction and how students responded to the learning activities.

Through classroom observation, the researcher could identify students' participation, enthusiasm, and interaction during the learning process.

Interviews were conducted with teachers and students to obtain deeper information regarding the use of learning media and its impact on students' learning interest. Semi-structured interviews were used to allow flexibility in exploring participants' opinions and experiences while maintaining the focus of the discussion. According to Moleong (2017), semi-structured interviews enable researchers to gather comprehensive and in-depth information from participants.

Documentation techniques were also utilized to support the research findings. Documents collected included lesson plans, photographs of classroom activities, teaching materials, students' assignments, and school documents related to learning activities. Documentation served as complementary evidence to strengthen the data obtained from observations and interviews.

To ensure the validity and trustworthiness of the data, this study applied triangulation techniques. Triangulation was conducted by comparing information obtained from different sources and data collection methods. Patton (2015) states that triangulation enhances research credibility by cross-checking findings from multiple perspectives and sources.

The data analysis process in this study followed the interactive analysis model proposed by Miles, Huberman, and Saldaña (2014), consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting and organizing relevant information related to the use of learning media and students' learning interest. Data display was conducted by presenting information descriptively to facilitate interpretation and understanding. Finally, conclusions were drawn based on patterns and relationships identified during the analysis process.

Ethical considerations were also emphasized throughout the study. The researcher obtained permission from the school and informed participants about the objectives and procedures of the research. Participants' identities and personal information were kept confidential, and all collected data were used solely for academic purposes.

Through this qualitative descriptive approach, the researcher expected to obtain comprehensive findings regarding the role of learning media in enhancing students' learning

interest in Islamic Education subjects and to provide practical recommendations for improving learning quality through effective media utilization.

### **C. Results and Discussion**

The findings of this study indicate that the use of learning media in Islamic Education subjects significantly contributed to increasing students' learning interest. Based on classroom observations, students appeared more enthusiastic and actively involved in learning activities when teachers utilized instructional media during the teaching process. The classroom atmosphere became more interactive and enjoyable compared to conventional lecture-based instruction.

Islamic Education teachers used various types of learning media, including visual media, audio-visual media, digital presentations, videos, pictures, and interactive teaching materials. These media helped students understand Islamic Education materials more easily and effectively. Students showed greater attention to the lessons when teachers integrated attractive and creative media into classroom instruction.

The observation results revealed that students were more focused during learning activities involving multimedia presentations. They paid closer attention to explanations accompanied by pictures, videos, and animations. This finding supports Arsyad (2017), who states that learning media can improve students' attention and facilitate the delivery of instructional materials.

The implementation of audio-visual media also increased students' participation during classroom discussions. Students became more willing to ask questions, express opinions, and participate in collaborative learning activities. Interactive classroom communication contributed to creating a positive learning environment that encouraged students' engagement.

Teachers stated during interviews that learning media made the instructional process easier and more effective. Through videos and visual presentations, teachers could explain abstract Islamic concepts more clearly and systematically. Media usage also reduced students' boredom during classroom instruction.

Students explained that learning activities became more interesting when teachers used videos, images, and digital slides in Islamic Education lessons. They felt more motivated to

learn because the materials were presented attractively and were easier to understand. Students also stated that they could remember learning materials better when visual media were utilized.

The findings further showed that learning media increased students' motivation to participate actively in classroom activities. Students became more confident in responding to teachers' questions and participating in group discussions. According to Sardiman (2018), motivation plays an important role in influencing students' participation and learning achievement.

Interactive learning media also contributed positively to students' comprehension of Islamic Education materials. Through visual and audio explanations, students could connect theoretical concepts with practical applications in daily life. This condition supported meaningful learning experiences and strengthened students' understanding of Islamic values.

In addition, learning media helped teachers create student-centered learning environments. Teachers no longer dominated classroom instruction entirely because students became more involved in discussions and collaborative activities. This finding is consistent with Arends (2012), who emphasizes that interactive learning environments encourage active student participation.

The study also found that visual learning media such as pictures and diagrams were particularly effective in explaining Islamic historical events and moral lessons. Students could understand complex information more easily through visual representations. Visual learning approaches also improved students' memory retention regarding lesson content.

Audio-visual media such as Islamic educational videos and animations created enjoyable learning experiences for students. Students appeared more enthusiastic during lessons involving multimedia presentations compared to traditional lecture methods. This finding supports Munir (2017), who explains that digital learning media can improve students' motivation and learning experiences.

Collaborative learning activities supported by learning media also improved students' social interaction skills. Students learned to communicate, cooperate, and exchange ideas with classmates during group discussions and presentations. Such activities reflected the principles of cooperative learning proposed by Johnson and Johnson (2014).

Despite the positive impacts, several challenges were identified in the implementation of learning media. Some teachers experienced difficulties in operating digital equipment and preparing multimedia learning materials. Limited technological facilities in classrooms also became an obstacle in implementing optimal media-based instruction.

Internet connectivity and the availability of projectors sometimes affected the effectiveness of digital learning activities. In certain situations, teachers had to return to conventional teaching methods because technical problems disrupted multimedia presentations. This condition indicated the importance of adequate educational infrastructure.

Differences in students' learning abilities also influenced classroom participation during media-based instruction. Some students adapted quickly to digital learning activities, while others required additional guidance from teachers. Teachers therefore needed to provide balanced support to ensure equal learning opportunities for all students.

To overcome these challenges, teachers attempted to improve their instructional creativity by combining conventional and modern learning media. Teachers also prepared backup learning materials in case technical problems occurred during classroom instruction. Such flexibility helped maintain the continuity of the learning process.

The school principal also supported the implementation of learning media by encouraging teachers to participate in educational training programs related to instructional technology and innovative teaching strategies. Institutional support played an important role in improving teachers' competencies in utilizing learning media effectively.

The findings of this study are relevant to previous research conducted by Huda (2017), which revealed that interactive learning media could improve students' participation and classroom engagement. Similarly, Nurhayati (2020) found that multimedia-based Islamic Education instruction positively influenced students' motivation and understanding.

From an Islamic educational perspective, the use of learning media supports effective communication and understanding between teachers and students. Islamic educational principles encourage teaching methods that facilitate wisdom, meaningful interaction, and students' intellectual development. Therefore, learning media can contribute positively to holistic Islamic Education.

Overall, the study concluded that learning media played a significant role in enhancing students' learning interest in Islamic Education subjects. The use of attractive and interactive

instructional media created engaging classroom environments, improved students' motivation and participation, and facilitated better understanding of learning materials. Although several challenges were encountered, learning media proved effective in improving the quality and dynamics of Islamic Education learning.

#### **D. Conclusion**

Based on the findings and discussion, it can be concluded that learning media play an important role in enhancing students' learning interest in Islamic Education subjects. The use of various instructional media such as visual media, audio-visual media, digital presentations, videos, and interactive teaching materials successfully created a more engaging, interactive, and enjoyable learning environment for students.

The implementation of learning media increased students' motivation, participation, attention, and understanding during the learning process. Students became more enthusiastic and actively involved in classroom activities when learning materials were presented through attractive and creative media. In addition, learning media helped students understand Islamic Education concepts more effectively by connecting theoretical explanations with visual and practical illustrations.

Teachers also benefited from the use of learning media because it facilitated the delivery of instructional materials and improved classroom interaction. Teachers were able to create student-centered learning activities that encouraged communication, collaboration, and critical thinking among students. Furthermore, the support provided by the school contributed positively to the successful implementation of media-based learning.

Although several challenges were encountered, including limited technological facilities and differences in students' learning abilities, teachers attempted to overcome these obstacles through instructional creativity and adaptive classroom management. Therefore, learning media proved to be effective in improving the quality of Islamic Education learning and increasing students' learning interest.

This study is expected to provide theoretical and practical contributions to the development of innovative Islamic Education learning strategies, particularly regarding the effective use of instructional media to create meaningful and student-centered learning experiences.

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