

Implementation of Interactive Learning Strategies in Enhancing the Dynamics of Islamic Education Learning at MAS Tarbiyah Islamiyah Hamparan Perak

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 25, 2026 Revised: March 27, 2026 Accepted: April 17, 2026 Available Online: May 10, 2026</p> <p>Keywords: Interactive Learning Strategies; Learning Dynamics; Islamic Education; Active Learning; Learning Motivation.</p>	<p>This study aims to analyze the implementation of interactive learning strategies in improving the dynamics of Islamic Education learning at MAS Tarbiyah Islamiyah Hamparan Perak. This research employed a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation. The research informants consisted of the principal, Islamic Education teachers, and students. Data analysis was carried out through data reduction, data presentation, and conclusion drawing. The findings revealed that the implementation of interactive learning strategies was able to increase students' involvement in the learning process, create an active and communicative learning atmosphere, and improve students' motivation and understanding of Islamic Education materials. The strategies implemented included group discussions, question-and-answer sessions, presentations, and the use of interactive learning media. In addition, teachers acted as facilitators who encouraged students to think critically and collaborate during the learning process. Therefore, interactive learning strategies contributed positively to enhancing the dynamics of Islamic Education learning at MAS Tarbiyah Islamiyah Hamparan Perak.</p>
<p>Please cite this article: Zainuddin., Sinaga, A. P., & Kurniawan, M. I. (2026). Implementation of interactive learning strategies in enhancing the dynamics of Islamic education learning at MAS Tarbiyah Islamiyah Hamparan Perak. <i>Integrasi: Jurnal Studi Islam dan Humaniora</i>, 4(2), 77–88.</p>	<p style="text-align: center;">ABSTRAK</p> <p>Penelitian ini bertujuan untuk menganalisis implementasi strategi pembelajaran interaktif dalam meningkatkan dinamika pembelajaran Pendidikan Agama Islam (PAI) di MAS Tarbiyah Islamiyah Hamparan Perak. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Informan penelitian terdiri atas kepala sekolah, guru PAI, dan peserta didik. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi strategi pembelajaran interaktif mampu meningkatkan keterlibatan peserta didik dalam proses pembelajaran, menciptakan suasana belajar yang aktif dan komunikatif, serta meningkatkan motivasi dan pemahaman peserta didik terhadap materi PAI. Strategi yang diterapkan meliputi diskusi kelompok, tanya jawab, presentasi, dan penggunaan media pembelajaran interaktif. Selain itu, guru berperan sebagai fasilitator yang mendorong peserta didik untuk aktif berpikir kritis dan bekerja sama dalam proses pembelajaran. Dengan demikian, strategi pembelajaran interaktif memberikan kontribusi positif terhadap peningkatan dinamika pembelajaran PAI di MAS Tarbiyah Islamiyah Hamparan Perak.</p>

A. Introduction

Islamic Education plays an important role in shaping students' moral values, spiritual awareness, and intellectual development in educational institutions. In the contemporary educational context, the learning process is expected not only to transfer knowledge but also to develop students' critical thinking, communication skills, and active participation in the classroom. Therefore, teachers are required to implement innovative and interactive learning strategies that are capable of creating meaningful learning experiences for students (Arends, 2012). Interactive learning strategies have become one of the approaches that can improve the quality of teaching and learning processes in Islamic Education classes.

The development of educational paradigms in the twenty-first century emphasizes student-centered learning approaches. In this approach, students are encouraged to become active participants rather than passive recipients of knowledge. According to Slavin (2018), interactive learning strategies provide opportunities for students to collaborate, discuss, and solve problems together during the learning process. Such strategies are essential in Islamic Education because they allow students to understand religious values contextually and practically in their daily lives.

The implementation of interactive learning strategies is closely related to the dynamics of classroom learning. Learning dynamics refer to the interactions that occur between teachers, students, learning materials, and educational environments during the instructional process (Uno, 2016). A dynamic classroom atmosphere can encourage students to be more motivated, active, and engaged in learning activities. In contrast, monotonous teaching methods often reduce students' interest and participation in classroom activities.

Islamic Education learning in many schools still tends to use conventional teaching methods dominated by lectures and memorization. Such approaches often make students passive and less enthusiastic about learning activities (Majid, 2014). Consequently, students experience difficulties in understanding the values and practical applications of Islamic teachings. This condition indicates the importance of transforming learning methods into more interactive and participatory approaches.

Interactive learning strategies involve various instructional activities such as group discussions, question-and-answer sessions, role-playing, collaborative learning, and the use of multimedia technology in the classroom. According to Joyce, Weil, and Calhoun (2015), interactive strategies encourage students to participate actively in constructing knowledge through communication and cooperation with others. These strategies are believed to improve students' comprehension and social interaction simultaneously.

The success of interactive learning strategies is influenced by the teacher's competence in managing classroom activities. Teachers play a role not only as instructors but also as facilitators, motivators, and mediators in the learning process (Sanjaya, 2016). In Islamic Education learning, teachers are expected to create an environment that encourages students to ask questions, express opinions, and discuss Islamic concepts critically and respectfully.

In the context of Islamic Education, interactive learning strategies are highly relevant to Islamic educational principles. Islam encourages dialogue, discussion, and critical thinking as reflected in many verses of the Qur'an and the traditions of the Prophet Muhammad. Educational interaction in Islam aims not only at cognitive achievement but also at the formation of noble character and ethical behavior (Al-Attas, 1991). Therefore, interactive learning strategies can support the realization of holistic Islamic education.

The use of interactive learning strategies can also increase students' learning motivation. Motivation is one of the important factors influencing students' academic achievement and participation in classroom activities (Sardiman, 2018). Students who are actively involved in discussions and collaborative activities tend to show higher enthusiasm and responsibility toward learning tasks compared to students who only receive information passively.

Furthermore, technological advancements have encouraged teachers to integrate digital media into classroom instruction. Interactive media such as videos, educational applications, and presentation tools can support Islamic Education learning by making lessons more attractive and understandable for students (Munir, 2017). Technology-based interactive learning can help students connect theoretical concepts with real-life situations.

MAS Tarbiyah Islamiyah Hamperan Perak is one of the Islamic educational institutions that seeks to improve the quality of Islamic Education learning through interactive teaching strategies. Teachers at the institution attempt to involve students actively in classroom

discussions and collaborative learning activities. Such efforts are intended to create a more dynamic and enjoyable learning environment for students.

Based on preliminary observations, Islamic Education teachers at MAS Tarbiyah Islamiyah Hamparan Perak have implemented several interactive methods, including group discussions, presentations, and question-and-answer sessions. However, the effectiveness of these strategies in improving learning dynamics still needs to be explored further. Some students remain less active during classroom activities, while others show high enthusiasm and participation.

Learning dynamics are influenced not only by teaching methods but also by classroom management and communication patterns between teachers and students. According to Djamarah (2010), effective classroom interaction can create a conducive learning atmosphere that supports students' emotional and intellectual development. Therefore, teachers need to understand students' characteristics and learning needs in implementing interactive strategies.

Interactive learning strategies also support collaborative learning among students. Collaborative learning enables students to exchange ideas, share experiences, and develop social skills during classroom activities (Johnson & Johnson, 2014). In Islamic Education, collaboration can strengthen students' understanding of Islamic values such as cooperation, tolerance, and mutual respect.

Several previous studies have shown that interactive learning strategies positively affect students' learning outcomes and classroom participation. Research conducted by Huda (2017) revealed that cooperative and interactive learning methods could improve students' critical thinking skills and academic achievement. Similarly, Nurhayati (2020) found that interactive Islamic Education learning increased students' motivation and classroom engagement.

Despite the benefits of interactive learning strategies, some challenges are still encountered in their implementation. Limited learning facilities, insufficient technological support, and differences in students' learning abilities often become obstacles in creating effective interactive learning environments (Hamalik, 2015). Teachers are therefore required to adapt teaching methods according to classroom conditions and students' characteristics.

The role of school leadership is also essential in supporting interactive learning implementation. Principals need to encourage teachers to develop innovative instructional

practices and provide adequate facilities for learning activities (Mulyasa, 2017). Institutional support can motivate teachers to improve their teaching competencies continuously.

In addition, Islamic Education learning should emphasize not only theoretical understanding but also practical application in students' daily lives. Interactive learning strategies provide opportunities for students to relate Islamic teachings to social realities and moral challenges they encounter in society (Nata, 2016). This approach helps students internalize Islamic values more effectively.

The implementation of interactive learning strategies can contribute significantly to improving communication between teachers and students. Open communication encourages students to express their ideas confidently and participate more actively in classroom discussions (Suprijono, 2019). Such interaction creates a positive learning climate that supports students' intellectual and emotional growth.

This study is important because it seeks to analyze how interactive learning strategies are implemented in Islamic Education classes at MAS Tarbiyah Islamiyah Hamparan Perak and how these strategies influence learning dynamics. Understanding the implementation process can provide insights into effective teaching practices in Islamic educational institutions.

Therefore, this research is expected to contribute theoretically and practically to the development of Islamic Education learning strategies. The findings may serve as references for teachers, educational institutions, and future researchers in developing interactive and dynamic learning environments that support students' academic and character development.

B. Method

This study employed a qualitative research approach using a case study design. The qualitative approach was chosen because it enables researchers to understand social phenomena comprehensively and naturally within the educational setting. According to Creswell (2014), qualitative research focuses on exploring and understanding the meaning individuals or groups ascribe to social or human problems. In this study, the researcher aimed to analyze the implementation of interactive learning strategies in improving the dynamics of Islamic Education learning at MAS Tarbiyah Islamiyah Hamparan Perak.

The case study design was used because the research concentrated on a particular educational institution with specific characteristics and learning conditions. Yin (2018) states that case studies are appropriate for investigating contemporary phenomena within real-life contexts, especially when the boundaries between the phenomenon and context are not clearly evident. Therefore, this design allowed the researcher to examine deeply the process of implementing interactive learning strategies in Islamic Education classrooms.

The research was conducted at MAS Tarbiyah Islamiyah Hamparan Perak. The subjects of the research consisted of the principal, Islamic Education teachers, and students involved in the learning process. The participants were selected purposively based on their involvement and understanding of the implementation of interactive learning strategies. Sugiyono (2019) explains that purposive sampling is used in qualitative research to select participants who possess relevant information related to the research objectives.

Data collection techniques in this study included observation, interviews, and documentation. Observation was conducted to identify classroom interactions, students' participation, teachers' instructional methods, and the overall learning atmosphere during Islamic Education lessons. Through observation, the researcher could directly examine how interactive learning strategies were implemented in classroom activities.

Interviews were conducted with the principal, teachers, and students to obtain detailed information regarding the implementation process, supporting factors, challenges, and impacts of interactive learning strategies on learning dynamics. Semi-structured interviews were used to allow flexibility in exploring participants' experiences and opinions. According to Moleong (2017), semi-structured interviews provide opportunities for researchers to gain in-depth information while maintaining the focus of the discussion.

Documentation techniques were also utilized to support the research findings. The documents included lesson plans, teaching materials, photographs of learning activities, school profiles, and other related records. Documentation helped strengthen the validity of the data obtained through observation and interviews.

To ensure the validity and trustworthiness of the data, this study applied triangulation techniques. Triangulation was conducted by comparing data collected from different sources and methods, including observation, interviews, and documentation. Patton (2015) explains

that triangulation can increase the credibility and reliability of qualitative research findings by cross-checking information from multiple perspectives.

The data analysis process followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting, simplifying, and organizing relevant information related to the implementation of interactive learning strategies. Data display was conducted by presenting the findings systematically in descriptive form to facilitate interpretation. Finally, conclusions were drawn based on patterns and relationships identified during the analysis process.

Ethical considerations were also emphasized in this study. The researcher obtained permission from the school and informed all participants about the objectives of the research. Participants' confidentiality and privacy were maintained throughout the study. The researcher also ensured that all collected data were used solely for academic purposes.

Through this qualitative case study approach, the researcher expected to obtain comprehensive and in-depth findings regarding the implementation of interactive learning strategies and their contribution to enhancing the dynamics of Islamic Education learning at MAS Tarbiyah Islamiyah Hamparan Perak.

C. Results and Discussion

The findings of this study indicate that the implementation of interactive learning strategies at MAS Tarbiyah Islamiyah Hamparan Perak contributed positively to improving the dynamics of Islamic Education learning. Based on classroom observations, the learning process became more active and student-centered compared to conventional lecture-based instruction. Students showed greater enthusiasm and participation during classroom activities.

Islamic Education teachers implemented several interactive learning strategies, including group discussions, question-and-answer sessions, presentations, collaborative learning, and interactive media usage. These strategies enabled students to communicate their ideas openly and engage directly with learning materials. Teachers also encouraged students to express opinions and ask questions during the learning process.

The observation results revealed that classroom interaction increased significantly after the implementation of interactive learning strategies. Students who were previously passive

became more involved in discussions and learning activities. This finding supports the theory proposed by Slavin (2018), which states that interactive learning can enhance students' engagement and social interaction in classroom settings.

During group discussion activities, students demonstrated collaborative behavior by sharing opinions and solving problems together. The collaborative learning atmosphere created opportunities for students to exchange ideas and understand Islamic Education materials more deeply. This condition reflected the principles of cooperative learning suggested by Johnson and Johnson (2014).

Teachers played an important role as facilitators in managing interactive learning activities. Instead of dominating classroom instruction, teachers guided students to explore knowledge independently through discussions and collaborative tasks. This teaching role aligns with the student-centered learning approach emphasized by Arends (2012).

The implementation of question-and-answer sessions also improved communication between teachers and students. Students became more confident in asking questions related to Islamic teachings and classroom materials. Such interaction created a more open and communicative learning atmosphere that supported students' intellectual development.

The use of interactive media such as presentation slides, educational videos, and visual learning materials attracted students' attention during lessons. Students appeared more interested and motivated when learning activities involved multimedia resources. According to Munir (2017), technology-based learning media can increase students' understanding and motivation in the learning process.

The findings further showed that interactive learning strategies positively influenced students' learning motivation. Students attended Islamic Education classes with greater enthusiasm and participated actively in classroom discussions. This finding is consistent with Sardiman (2018), who explains that active participation in learning activities can improve students' motivation and learning interest.

In addition, interactive learning strategies helped students understand Islamic Education concepts more effectively. Through discussions and collaborative activities, students could connect theoretical materials with real-life situations. This process supported meaningful learning experiences and strengthened students' comprehension of Islamic values.

The research also found that students developed critical thinking skills during interactive learning activities. Teachers often encouraged students to analyze religious issues, provide arguments, and express opinions respectfully. Such activities trained students to think critically and solve problems systematically within the framework of Islamic teachings.

Another important finding was the improvement of students' social skills during collaborative learning activities. Students learned to cooperate, respect different opinions, and communicate effectively with classmates. These social interactions reflected Islamic educational values emphasizing brotherhood, cooperation, and mutual respect.

The implementation of interactive learning strategies also created a more enjoyable classroom atmosphere. Students appeared more relaxed and enthusiastic during classroom activities. A positive learning environment contributed to reducing students' boredom and improving their concentration during lessons.

However, the study also identified several challenges in implementing interactive learning strategies. Some teachers experienced difficulties in managing classroom time effectively because interactive activities often required longer instructional periods. Additionally, some students remained hesitant to participate actively in discussions.

Limited learning facilities also became one of the obstacles encountered during the implementation process. In some situations, the availability of technological resources such as projectors and internet access was insufficient to support optimal interactive learning activities. This condition affected the effectiveness of multimedia-based instruction.

Differences in students' academic abilities also influenced classroom interaction dynamics. Students with higher confidence levels tended to dominate discussions, while less confident students participated less actively. Teachers therefore needed to provide balanced opportunities for all students to engage in classroom activities.

To overcome these challenges, teachers implemented several solutions, including dividing students into smaller discussion groups and providing additional motivation for passive students. Teachers also attempted to create a supportive classroom environment where students felt comfortable expressing their opinions and asking questions.

The principal of MAS Tarbiyah Islamiyah Hamparan Perak also supported the implementation of interactive learning strategies by encouraging teachers to develop

innovative instructional methods. School leadership played an essential role in motivating teachers to improve their professional competencies and classroom management skills.

The findings of this study are relevant to previous research conducted by Huda (2017), which found that interactive and cooperative learning strategies can improve students' learning outcomes and classroom participation. Similarly, Nurhayati (2020) emphasized that interactive Islamic Education learning contributes positively to students' motivation and engagement.

From an Islamic educational perspective, interactive learning strategies are in accordance with Islamic teaching principles that encourage dialogue, discussion, and critical thinking. Educational interaction in Islam aims not only to transfer knowledge but also to shape students' character and moral values. Therefore, interactive learning can support holistic Islamic education development.

Overall, the implementation of interactive learning strategies at MAS Tarbiyah Islamiyah Hamparan Perak successfully improved the dynamics of Islamic Education learning. These strategies enhanced students' participation, motivation, critical thinking, social interaction, and understanding of Islamic values. Although several challenges were identified, interactive learning strategies proved effective in creating active, communicative, and meaningful learning experiences for students.

D. Conclusion

Based on the findings and discussion, it can be concluded that the implementation of interactive learning strategies at MAS Tarbiyah Islamiyah Hamparan Perak contributed significantly to improving the dynamics of Islamic Education learning. The application of interactive methods such as group discussions, question-and-answer sessions, presentations, collaborative learning, and the use of interactive media created a more active, communicative, and student-centered learning environment.

The study revealed that interactive learning strategies increased students' participation, motivation, critical thinking skills, and understanding of Islamic Education materials. Students became more enthusiastic and confident in expressing their opinions, asking questions, and collaborating with their classmates during classroom activities. In addition, the

strategies supported the development of social values such as cooperation, respect, and responsibility, which are closely related to Islamic educational principles.

Teachers played an essential role as facilitators in guiding and motivating students throughout the learning process. Their ability to manage classroom interaction and encourage active participation greatly influenced the effectiveness of interactive learning implementation. Furthermore, support from the school principal and the educational environment contributed positively to the success of these instructional strategies.

Although several challenges were encountered, including limited learning facilities, classroom time management issues, and differences in students' participation levels, teachers attempted to overcome these obstacles through innovative classroom management and supportive instructional approaches. Therefore, interactive learning strategies proved to be effective in enhancing the quality and dynamics of Islamic Education learning at MAS Tarbiyah Islamiyah Hamparan Perak.

This study is expected to provide theoretical and practical contributions to the development of Islamic Education learning strategies, particularly in creating meaningful, engaging, and student-centered learning environments in Islamic educational institutions.

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