

Exploration of the Utilization of Interactive Media in Enhancing Islamic Religious Education Learning

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Abstract: This study aims to explore the utilization of interactive learning media in enhancing the quality of Islamic Religious Education (IRE) learning. The background of this research is based on the importance of learning media innovation in addressing the challenges of education in the digital era, which requires active student engagement. This research employs a qualitative approach with a descriptive study design. Data collection techniques include observation, interviews, and documentation. Data analysis is conducted using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. The findings reveal that the use of interactive media significantly enhances students' learning interest, active participation, and understanding of Islamic Religious Education materials. Furthermore, interactive media provides a more engaging and contextual learning experience. However, several challenges were identified, including limited facilities and teachers' technological competencies. Therefore, continuous training and institutional support are necessary to optimize the use of interactive media in Islamic Religious Education learning.

Keywords: Interactive Learning Media; Islamic Religious Education; Learning Interest; Learning Outcomes; Instructional Innovation.

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi pemanfaatan media pembelajaran interaktif dalam meningkatkan kualitas pembelajaran Pendidikan Agama Islam (PAI). Latar belakang penelitian ini didasarkan pada pentingnya inovasi media pembelajaran dalam menghadapi tantangan pembelajaran di era digital yang menuntut keterlibatan aktif peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan

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penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pemanfaatan media interaktif mampu meningkatkan minat belajar, partisipasi aktif, serta pemahaman siswa terhadap materi PAI. Selain itu, media interaktif juga memberikan pengalaman belajar yang lebih menarik dan kontekstual. Namun, terdapat beberapa kendala seperti keterbatasan fasilitas dan kompetensi guru dalam penggunaan teknologi. Oleh karena itu, diperlukan pelatihan dan dukungan yang berkelanjutan agar pemanfaatan media interaktif dapat optimal dalam pembelajaran PAI.

Kata Kunci: Media Pembelajaran Interaktif; Pendidikan Agama Islam; Minat Belajar; Hasil Belajar; Inovasi Pembelajaran.

A. Introduction

The development of information and communication technology has brought significant changes in various aspects of life, including education. Digital transformation requires innovation in the learning process to meet the needs of students in the modern era (Anderson & Dron, 2011).

Islamic Religious Education (IRE) as a subject that plays an essential role in shaping students' character and spirituality is also required to adapt to technological advancements. IRE learning does not only focus on cognitive aspects but also on affective and psychomotor domains (Muhaimin, 2012). Therefore, an approach that integrates Islamic values with modern technology is needed.

However, the reality in the field shows that IRE learning is still dominated by conventional methods that tend to be monotonous and less engaging for students. This condition affects students' interest and understanding of the subject matter (Sanjaya, 2014). This becomes a challenge for teachers to create more engaging and effective learning environments.

Interactive learning media emerges as a solution to address these problems. This media enables two-way interaction between students and learning materials, thereby increasing student engagement (Mayer, 2009). Thus, the use of interactive media is expected to create more meaningful learning experiences.

According to the cognitive theory of multimedia learning, combining text, images, audio, and animation can significantly improve students' understanding (Mayer, 2009).

This indicates that interactive media has great potential to enhance learning quality, including in IRE contexts.

In addition, the use of interactive media can increase students' learning motivation. Motivation is a crucial factor influencing the success of the learning process (Schunk, 2012). When students feel interested and engaged, the learning process becomes more effective.

Previous studies have shown that the use of technology-based learning media can significantly improve students' learning outcomes (Clark & Mayer, 2016). This reinforces the importance of integrating technology into learning, particularly in religious education.

However, the implementation of interactive media in IRE learning is not without challenges. One of the main obstacles is the limitation of facilities and technological infrastructure in schools (Hew & Brush, 2007). This condition hinders the optimal use of interactive media.

Furthermore, teachers' competence in operating technology is also a determining factor in the success of using interactive media. Teachers are required to have adequate digital skills to utilize media effectively (Koehler & Mishra, 2009). Without sufficient competence, interactive media will not produce significant impact.

From the perspective of Islamic education, the use of technology in learning does not contradict Islamic values as long as it is used for beneficial purposes. Islam even encourages its followers to continuously seek knowledge and utilize science (Qur'an, Al-'Alaq: 1–5). This shows that innovation in learning is part of efforts to improve educational quality.

Moreover, effective IRE learning should be able to internalize Islamic values into students' daily lives. Therefore, media that not only conveys information but also shapes students' character is required (Azra, 2012). Interactive media has the potential to achieve this goal.

The use of interactive media also supports student-centered learning. This approach places students as active participants in the learning process (Jonassen, 1999). Thus, students do not merely receive information but actively construct knowledge.

In the current digital era, students belong to a generation that is familiar with technology. Therefore, the use of interactive media in learning is relevant and aligned with their characteristics (Prensky, 2001). This provides an opportunity for teachers to enhance learning effectiveness.

Nevertheless, not all IRE teachers have optimally utilized interactive media in their teaching practices. This indicates a gap between technological potential and classroom implementation. Therefore, further studies are needed to explore the use of interactive media in IRE learning.

This study focuses on exploring the utilization of interactive learning media in enhancing IRE learning. This exploration is important to understand how interactive media is used and its impact on the learning process.

In addition, this study aims to identify factors that support and hinder the use of interactive media in IRE learning. Thus, the findings are expected to contribute to the development of more effective learning strategies.

This research employs a qualitative approach to gain an in-depth understanding of the phenomenon under study. This approach allows researchers to explore the experiences and perceptions of teachers and students regarding the use of interactive media.

Specifically, the objectives of this study are to: (1) describe the utilization of interactive learning media in IRE learning; (2) analyze its impact on students' interest and understanding; and (3) identify challenges faced in its implementation.

The findings of this study are expected to provide theoretical contributions to the development of Islamic education, particularly in the field of learning media. In addition, this research is expected to offer practical contributions for teachers in improving the quality of IRE learning.

Therefore, this study is important as an effort to address the challenges of learning in the digital era while enhancing the effectiveness of Islamic Religious Education through the utilization of interactive learning media.

B. Research Methodology

This study employed a qualitative research approach with a descriptive design to explore the utilization of interactive learning media in enhancing Islamic Religious Education (IRE) learning. A qualitative approach was chosen because it allows for an in-depth understanding of participants' experiences, perceptions, and practices related to the use of interactive media in the classroom (Creswell & Creswell, 2018). The descriptive design aims to systematically describe the phenomenon as it occurs in natural settings.

The research was conducted in a formal educational institution that implements Islamic Religious Education at the secondary school level. The participants of this study consisted of IRE teachers and students who were directly involved in the learning process using interactive media. Participants were selected using purposive sampling, which enables the researcher to choose individuals who have relevant knowledge and experience regarding the research topic (Patton, 2015).

Data were collected through multiple techniques, namely observation, semi-structured interviews, and documentation. Classroom observations were carried out to examine how interactive media were implemented during the teaching and learning process. Interviews were conducted with teachers and students to gather deeper insights into their experiences and perceptions. Documentation, such as lesson plans, learning materials, and media content, was also analyzed to support the findings (Merriam & Tisdell, 2016).

The data analysis process followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which includes data condensation, data display, and conclusion drawing/verification. Data condensation involves selecting, simplifying, and transforming raw data obtained from the field. Data display is presented in the form of narrative descriptions to facilitate interpretation, while conclusion drawing is conducted to identify patterns and meanings from the analyzed data.

To ensure the trustworthiness of the data, this study applied credibility, transferability, dependability, and confirmability criteria (Lincoln & Guba, 1985). Credibility was achieved through triangulation of data sources and methods, as well as

member checking. Transferability was ensured by providing detailed descriptions of the research context. Dependability and confirmability were maintained through audit trails and consistent documentation of the research process.

Ethical considerations were also taken into account in this study. Participants were informed about the purpose of the research, and their consent was obtained prior to data collection. Confidentiality and anonymity were maintained throughout the research process to protect participants' identities. By adhering to ethical research standards, the study ensures that the findings are both valid and responsibly obtained (Creswell & Creswell, 2018).

C. Results and Discussion

The findings of this study reveal that the utilization of interactive learning media in Islamic Religious Education (IRE) has been implemented in various forms, including multimedia presentations, educational videos, interactive quizzes, and learning applications. Teachers integrated these media into lesson delivery to make the learning process more engaging and dynamic.

The use of interactive media was observed to shift the learning process from teacher-centered to student-centered approaches. Students were actively involved in responding to questions, participating in digital activities, and engaging with visual and audio materials. This aligns with the concept of student-centered learning, where learners play an active role in constructing knowledge (Jonassen, 1999).

Furthermore, teachers reported that interactive media helped them explain abstract religious concepts more clearly. For instance, topics related to moral values and Islamic history were better understood when presented through videos and animations. This supports the cognitive theory of multimedia learning, which suggests that combining multiple forms of media enhances comprehension (Mayer, 2009).

In terms of students' learning interest, the findings indicate a significant increase in engagement during lessons that utilized interactive media. Students appeared more enthusiastic and attentive compared to traditional teaching methods. This confirms that

interactive media can stimulate students' curiosity and motivation to learn (Schunk, 2012).

Additionally, students expressed positive perceptions toward the use of interactive media. They reported that learning became more enjoyable and less monotonous. The visual and interactive elements made it easier for them to focus and understand the material being presented.

The study also found that interactive media contributed to improving students' understanding of IRE content. Students were able to recall information more effectively and demonstrate better comprehension during discussions and assessments. This is consistent with previous studies indicating that technology-enhanced learning improves learning outcomes (Clark & Mayer, 2016).

Another important finding is that interactive media facilitated collaborative learning among students. Group activities involving digital tools encouraged students to work together, share ideas, and solve problems collectively. This supports the development of social and communication skills.

Moreover, interactive media provided opportunities for immediate feedback. Through quizzes and digital assessments, students could instantly see their results and understand their mistakes. This immediate feedback is crucial in enhancing the learning process and reinforcing knowledge.

Despite these positive outcomes, the study identified several challenges in implementing interactive media. One of the main issues was the limited availability of technological infrastructure, such as insufficient devices and unstable internet connections. These limitations affected the consistency of media usage in the classroom.

In addition, teachers faced difficulties in mastering the technical aspects of interactive media. Some teachers lacked adequate training and confidence in using digital tools effectively. This finding highlights the importance of professional development programs for teachers (Koehler & Mishra, 2009).

Another challenge was time management during lessons. The preparation and implementation of interactive media required more time compared to conventional

methods. Teachers needed to carefully plan their lessons to ensure that learning objectives were achieved within the allocated time.

The study also found that not all students had equal access to digital devices, particularly outside the classroom. This digital divide created disparities in students' ability to engage with interactive learning materials beyond school hours.

Furthermore, some teachers expressed concerns about the potential distraction caused by technology. Students occasionally focused more on the technological features rather than the learning content, which could reduce the effectiveness of the lesson.

From a pedagogical perspective, the findings emphasize the need for a balanced integration of technology and instructional strategies. Interactive media should be used as a tool to support learning objectives rather than as an end in itself.

In addressing these challenges, schools need to provide adequate facilities and infrastructure to support the use of interactive media. Investment in technology is essential to ensure the sustainability of digital learning practices (Hew & Brush, 2007).

Teacher training and capacity building are also crucial in optimizing the use of interactive media. Continuous professional development programs can enhance teachers' digital competencies and confidence in using technology effectively.

In addition, collaboration among teachers can serve as a platform for sharing best practices and innovative teaching strategies. Peer support can help teachers overcome challenges and improve their instructional approaches.

The findings also suggest the importance of designing interactive media that align with students' needs and learning contexts. Contextualized and culturally relevant content can enhance the effectiveness of learning in IRE.

Overall, the study demonstrates that interactive learning media have a positive impact on students' interest, participation, and understanding in IRE learning. However, successful implementation requires addressing both technical and pedagogical challenges.

In conclusion, the integration of interactive media in Islamic Religious Education offers significant potential to improve learning quality. With proper support, training,

and infrastructure, interactive media can become an effective tool in achieving meaningful and engaging learning experiences.

D. Conclusion

In conclusion, this study demonstrates that the utilization of interactive learning media plays a significant role in enhancing the quality of Islamic Religious Education (IRE) learning. The integration of multimedia elements such as videos, animations, and interactive quizzes has successfully transformed the learning process into a more engaging, student-centered experience. As a result, students show increased interest, active participation, and improved understanding of the learning materials.

Furthermore, the findings reveal that interactive media not only supports cognitive development but also fosters collaborative learning and provides immediate feedback, which are essential for effective learning. However, the implementation of such media is not without challenges, including limited technological infrastructure, varying levels of teachers' digital competence, time constraints, and unequal access to digital devices among students.

Therefore, it is essential for educational institutions to provide adequate facilities, continuous teacher training, and institutional support to optimize the use of interactive media in IRE learning. By addressing these challenges, interactive learning media can be effectively utilized to create meaningful, innovative, and high-quality educational experiences that align with the demands of the digital era.

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