



## Utilization of Multimedia in the Islamic Education Learning Process on Student Learning Achievement at MTS Negeri 3 Aceh Barat

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**Abstract:** This study aims to examine the impact of multimedia integration in improving student engagement, motivation, and academic achievement in Islamic Education learning at MTs Negeri 3 Aceh Barat. This study used a quasi-experimental design, with two groups of students: an experimental group that used multimedia in the learning process and a control group that used traditional teaching methods. This study collected data through pre- and post-assessments, classroom observations, and student motivation surveys. The results showed that the experimental group that used multimedia experienced a significant increase in understanding and application of Islamic teachings, especially in real-life situations, compared to the control group. The use of multimedia, such as educational videos, interactive presentations, and digital quizzes, made learning more dynamic and interesting, which increased student engagement in the lesson. Students who were exposed to multimedia materials reported increased motivation and greater interest in Islamic Education Learning materials. The results of classroom observations also showed that students in the experimental group were more active participants and showed higher enthusiasm in class discussions. The use of interesting multimedia tools facilitated students' active involvement in discussions and applications of Islamic principles, which resulted in a deeper understanding of the material. The motivation survey also showed an increase in student motivation in the experimental group, who felt more interested and connected to the learning materials thanks to the use of multimedia. Overall, this study concluded that the integration of multimedia in Islamic Education learning has proven effective in increasing student engagement, motivation, and academic achievement. This study recommends that MTs Negeri 3 Aceh Barat continue the use of multimedia in the Islamic Education curriculum to enhance a more interactive and engaging learning experience for students.

**Keywords:** Multimedia learning, learning achievement, Islamic education.

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### INTRODUCTION

The rapid development of technology in the 21st century has significantly impacted various aspects of education. One of the most notable innovations is the use of multimedia in the teaching and learning process. Multimedia, which includes text, audio, video, and graphics, provides a dynamic and interactive way of presenting information to students. The integration of multimedia tools in the classroom offers various benefits, such as improving student engagement, enhancing understanding, and fostering creativity. Given

the increasing reliance on technology in education, it is crucial to explore the potential of multimedia in enhancing learning outcomes in subjects such as Islamic Education.

Islamic Education, which aims to instill Islamic values, beliefs, and practices in students, plays a crucial role in the development of students' moral and spiritual well-being. However, despite its importance, many students often find it challenging to fully engage with the material, particularly when it is presented in traditional, lecture-based formats. This is particularly true in schools with limited resources, where teachers may struggle to use varied teaching methods that cater to the diverse needs of students. As a result, student motivation and achievement in Islamic Education may suffer, necessitating a shift toward more engaging and interactive teaching approaches.

In recent years, schools around the world have increasingly turned to multimedia as a tool to enhance classroom instruction and student engagement. Multimedia not only makes learning more interactive but also caters to different learning styles, which can improve comprehension and retention. The use of images, sounds, and videos allows students to experience the material in a more engaging way. It also facilitates a deeper understanding of complex concepts by providing visual and auditory aids that support the textual content. This is particularly useful in subjects like Islamic Education, where students may need to connect abstract concepts with real-life examples.

The role of multimedia in improving the quality of education, particularly in Islamic Education, has been the subject of much debate. Several studies have shown that multimedia can increase student participation, foster collaborative learning, and provide opportunities for students to explore the material in a self-directed manner. Despite these advantages, the implementation of multimedia in teaching Islamic Education has been limited in many schools, especially in rural or less-developed areas. This has led to a gap between the potential benefits of multimedia and its actual use in the classroom.

At MTs Negeri 3 Aceh Barat, Islamic Education is a core subject that aims to provide students with both religious knowledge and the practical application of Islamic values. The school has a diverse student population with varying levels of interest and proficiency in the subject. Despite the dedication of teachers, many students continue to struggle with engagement and academic performance in Islamic Education. Given the technological advancements in education, it is essential to explore how the integration of multimedia into Islamic Education can address these challenges and improve student outcomes.

The purpose of this research is to explore the impact of multimedia on student learning outcomes in Islamic Education at MTs Negeri 3 Aceh Barat. By incorporating multimedia tools into the teaching process, the study seeks to determine whether multimedia can help improve student engagement, motivation, and overall academic performance. The research will investigate how multimedia tools, such as videos, audio clips, and interactive presentations, can be utilized to enhance the delivery of Islamic Education content and support students' understanding and application of the material.

The integration of multimedia into the classroom is particularly important for students in the digital age, who are often more accustomed to visual and interactive content than traditional textbook-based learning. Multimedia can cater to these students' preferences by presenting Islamic Education material in formats they find more engaging and accessible. By aligning teaching methods with students' learning habits, multimedia has the potential to increase students' interest in the subject and improve their academic achievement.

Despite the potential benefits of using multimedia in the classroom, the implementation process presents several challenges. Teachers may face difficulties in integrating multimedia effectively into their teaching practices, especially if they lack proper training or access to technological resources. In schools with limited resources, teachers may struggle to find ways to use multimedia tools in ways that are relevant and impactful for their students. Additionally, there may be resistance to change from both educators and students who are accustomed to traditional teaching methods.

This research will also examine the effectiveness of different multimedia formats, including videos, interactive presentations, and digital textbooks, in promoting understanding and retention of Islamic Education material. The study aims to identify which types of multimedia are most effective for different types of content, whether it be Quranic studies, Hadith, or Islamic history. By evaluating the impact of different multimedia tools, this research will provide valuable insights into how to best utilize technology to support learning in Islamic Education.

The results of this study will have important implications for both teachers and policymakers. For educators, understanding how to integrate multimedia into their teaching can lead to more effective and engaging lesson plans that cater to students' learning preferences. Policymakers can also use the findings to support initiatives that provide schools with the necessary resources to implement multimedia in the classroom. This could include funding for technology, teacher training programs, and curriculum development that incorporates multimedia as a key teaching tool.

In addition to improving academic outcomes, multimedia has the potential to foster greater student motivation. Many students find traditional forms of learning to be monotonous, particularly in subjects like Islamic Education, which may involve heavy reading and memorization. Multimedia offers an opportunity to introduce variety and creativity into lessons, making learning more enjoyable and less tedious. For example, videos that depict historical events or animated Quranic stories can make the material more relatable and engaging for students.

Moreover, multimedia tools provide opportunities for students to engage in self-directed learning. Interactive features such as quizzes, virtual tours, and multimedia resources allow students to explore topics at their own pace, encouraging independent learning. This autonomy can foster a sense of responsibility for their own learning, leading to greater academic motivation and improved performance. Additionally, students who may struggle to keep up in traditional classroom settings can benefit from the ability to pause, replay, or explore content more deeply through multimedia tools.

The impact of multimedia in Islamic Education can also have long-term benefits for students. By learning how to use technology effectively in their studies, students are better prepared for the demands of the modern world, where technological literacy is essential for success. Integrating multimedia into Islamic Education can help students develop essential skills such as critical thinking, problem-solving, and digital literacy. These skills are not only important for academic success but are also valuable in students' personal and professional lives.

Finally, the research aims to contribute to the growing body of literature on the use of multimedia in education, particularly in the context of Islamic Education. While there is substantial evidence supporting the benefits of multimedia in general education, there is limited research focused on its application in Islamic Education. This study will provide valuable insights into how multimedia can be effectively integrated into Islamic Education to improve student outcomes and help students develop a deeper understanding of Islamic teachings. In conclusion, this research seeks to explore the role of multimedia in enhancing Islamic Education at MTs Negeri 3 Aceh Barat. The study will investigate how multimedia tools can be used to improve student engagement, motivation, and academic achievement in Islamic Education. By identifying the challenges and opportunities of integrating multimedia into the curriculum, this research will provide important recommendations for teachers and policymakers on how to utilize technology to enhance the learning experience in Islamic Education.

## **METHODS**

This study utilizes a quasi-experimental research design to investigate the impact of multimedia integration on the learning outcomes of Islamic Education students at MTs Negeri 3 Aceh Barat. A quasi-experimental design is chosen because it allows for the

comparison of two different groups: one that will receive the intervention (multimedia-based learning) and the other that will follow traditional instructional methods. This design is appropriate because of the constraints related to random assignment in a school setting, which would make it difficult to create random groups.

The study was conducted with two groups of 5th-grade students at MTs Negeri 3 Aceh Barat. The experimental group consisted of students who were taught using multimedia tools, including videos, audio clips, interactive presentations, and digital resources. The control group, in contrast, continued with traditional lecture-based teaching methods without the use of multimedia tools. Both groups received the same content in Islamic Education, specifically focusing on Quranic studies, Hadith, and basic Islamic principles.

Before the intervention, a pre-assessment was administered to both groups to determine their baseline knowledge and understanding of the subject matter. The pre-assessment included a combination of multiple-choice questions, short-answer questions, and application-based scenarios designed to test students' comprehension and ability to apply Islamic principles. This assessment provided a starting point for measuring any changes in academic performance after the intervention.

Following the pre-assessment, the experimental group was exposed to multimedia-based instruction. The multimedia tools included educational videos, interactive e-books, and digital quizzes. These resources were integrated into the lessons in a way that complemented the content of Islamic Education. For example, videos showing historical events related to Islamic teachings were used to help students visualize key moments in Islamic history. Interactive quizzes and online games were also utilized to encourage student participation and test their knowledge in an engaging manner.

In addition to these multimedia resources, students in the experimental group were encouraged to participate in group discussions and collaborative activities that were enhanced by multimedia content. For instance, students worked together to solve problems related to Islamic teachings using information gathered from the multimedia materials. This encouraged teamwork and allowed students to apply their knowledge in a collaborative environment, enhancing their learning experience.

On the other hand, the control group continued with traditional teaching methods, where the teacher delivered lessons through lectures and textbook-based instruction. The control group students were provided with the same content but did not have access to multimedia tools. Their lessons consisted mainly of reading from textbooks, discussing key concepts with the teacher, and taking notes. The traditional teaching methods did not include the interactive or visual aspects that were used in the experimental group.

To measure the academic performance of both groups, a post-assessment was conducted at the end of the intervention. The post-assessment was similar in structure to the pre-assessment and included the same types of questions designed to test students' understanding of the material. This allowed for a direct comparison between the two groups, evaluating any changes in academic performance due to the multimedia intervention.

Alongside the academic assessments, classroom observations were carried out to monitor the engagement and interaction of students during the lessons. The observations focused on several factors, including the level of participation, student enthusiasm, and the types of interactions occurring in the classroom. The researcher observed how students responded to multimedia tools and how they interacted with each other and the teacher during lessons. Observations were particularly focused on the experimental group, noting how multimedia-based instruction impacted student engagement.

Additionally, student motivation was measured using a motivation survey that was administered at both the beginning and end of the study. The survey assessed students' attitudes toward learning Islamic Education, their interest in the subject, and their perceived relevance of the material. The survey also included questions about students' experiences with the multimedia tools and how they felt about the use of technology in

learning. This provided insight into how multimedia instruction influenced students' motivation to engage with the subject.

The data analysis for this study involved both quantitative and qualitative methods. For the quantitative analysis, descriptive statistics were used to summarize the pre- and post-assessment scores of both groups. The paired sample t-test was applied to determine if there was a significant difference in academic performance between the pre- and post-assessments within each group. An independent sample t-test was then used to compare the post-assessment scores between the experimental and control groups to assess the effectiveness of multimedia-based learning.

In addition to the quantitative analysis, qualitative analysis was conducted on the classroom observations and the student motivation surveys. The observations were analyzed thematically to identify patterns in student behavior, engagement, and interaction during lessons. The motivation surveys were analyzed to assess changes in students' attitudes toward learning and their perceptions of the multimedia tools used in the study. These qualitative insights provided a more comprehensive understanding of how multimedia impacted student learning beyond just academic performance.

One of the challenges faced during the study was ensuring that the multimedia tools used in the experimental group were aligned with the learning objectives of the Islamic Education curriculum. Teachers had to carefully select multimedia resources that complemented the material being taught and ensured that students were engaging with the content in a meaningful way. To address this, teachers collaborated with the researchers to ensure that multimedia materials were appropriate and relevant to the learning goals.

Another important aspect of the methodology was the teacher's role in facilitating the multimedia-based lessons. Teachers in the experimental group were trained to effectively incorporate multimedia into their teaching practices. They were instructed on how to use multimedia tools to enhance student engagement, guide discussions, and provide support during group activities. Teachers were also encouraged to monitor student progress through interactive quizzes and activities, adjusting their teaching strategies based on student performance. It was important to account for student diversity within the classroom. The study acknowledged that students have different learning styles, and multimedia has the potential to cater to these diverse needs. By offering a variety of content, such as visual, auditory, and interactive components, the multimedia approach ensured that students with different learning preferences could engage with the material in a way that suited them best. The researchers and teachers worked together to ensure that the multimedia content was accessible to all students, including those with different learning needs.

Lastly, the methodology of this study was designed to evaluate not only the academic performance of students but also the impact of multimedia on their engagement and motivation. These aspects are crucial for understanding the holistic effects of multimedia in education, particularly in a subject like Islamic Education, where student interest and active participation can significantly influence learning outcomes. In conclusion, this study employed a comprehensive methodology to assess the impact of multimedia in Islamic Education at MTs Negeri 3 Aceh Barat. Through a combination of pre- and post-assessments, classroom observations, student surveys, and qualitative analysis, the study aimed to measure the effects of multimedia tools on student engagement, motivation, and academic achievement. The findings from this methodology will provide valuable insights into how multimedia can be integrated into Islamic Education to enhance the learning experience for students.

## **RESULTS**

The results of this study provide compelling evidence on the effectiveness of multimedia in enhancing student engagement, motivation, and academic achievement in Islamic

Education at MTs Negeri 3 Aceh Barat. The research compared the performance of two groups of students, one using multimedia tools as part of their learning process (experimental group) and the other relying on traditional methods of instruction (control group). Through pre- and post-assessments, classroom observations, and student surveys, the research highlighted the significant benefits of integrating multimedia in the Islamic Education classroom.

The pre-assessment results revealed that both the experimental and control groups had similar baseline knowledge of Islamic Education before the intervention. Students were familiar with basic concepts such as the Quran, Hadith, and Islamic values, but their ability to apply these teachings in practical, real-world situations was limited. The pre-assessment results indicated that traditional methods of instruction, particularly in rural schools like MTs Negeri 3 Aceh Barat, were not fully effective in engaging students and helping them internalize the material. This set the stage for exploring how multimedia could address these challenges.

Following the intervention, the post-assessment results demonstrated a significant improvement in the academic performance of students in the experimental group. The students who had been taught using multimedia tools showed a marked increase in their ability to recall and apply Islamic teachings, particularly in practical scenarios. The experimental group performed better not only in factual recall but also in their ability to apply Islamic principles to real-life situations, such as resolving conflicts, practicing charity, and promoting honesty. This suggests that multimedia tools effectively facilitated deeper learning and better comprehension of Islamic teachings.

Classroom observations further validated these findings. Teachers noted that students in the experimental group were far more engaged and actively participated in lessons compared to their counterparts in the control group. The use of multimedia tools, such as videos, interactive presentations, and online quizzes, made the lessons more dynamic and engaging. The experimental group was observed to be more attentive, eager to answer questions, and more willing to share their ideas with their peers. In contrast, students in the control group appeared more passive and less involved in the learning process.

Student motivation also improved significantly in the experimental group. The motivation survey, which was conducted before and after the study, showed that students who were exposed to multimedia-based lessons were more enthusiastic about learning Islamic Education. Many students reported that the multimedia tools helped them better understand the material and made learning more interesting. They appreciated the ability to visualize and hear the content, as it made abstract concepts more tangible and relatable. The multimedia materials made the subject feel more relevant to their lives, thereby increasing their motivation to engage in class.

The use of multimedia tools, such as educational videos and interactive software, played a major role in this heightened motivation. Students in the experimental group found it easier to connect with the material, particularly when they could see visual representations of Islamic historical events or listen to stories related to the Quran and Hadith. These multimedia tools helped to create a richer and more engaging learning environment, allowing students to approach Islamic teachings in a way that was both enjoyable and educational.

An additional finding from the study was the improvement in critical thinking and problem-solving skills in the experimental group. Multimedia activities encouraged students to think deeply and analyze the material from different perspectives. For instance, students were asked to use online resources to research Islamic historical events or religious practices, after which they discussed their findings in small groups. These activities not only improved their understanding of Islamic concepts but also helped them develop critical thinking and problem-solving skills. Students became more proactive in seeking answers and solutions, demonstrating a shift towards a more active and self-directed form of learning.

Furthermore, the group collaboration fostered by multimedia tools led to better communication skills among students. Working in small groups on multimedia projects allowed students to share ideas, help each other, and communicate more effectively. Teachers observed that students who typically struggled to engage in traditional classroom settings were more vocal and participative in multimedia-based activities. The collaborative nature of multimedia learning also encouraged students to listen to one another, respect different viewpoints, and negotiate solutions, all of which are essential interpersonal skills.

However, despite these positive outcomes, the study also revealed several challenges in the integration of multimedia into Islamic Education. One major challenge was the lack of resources in some classrooms. Not all students had access to devices or the internet at home, which created disparities in access to multimedia learning tools. Additionally, the classroom technology available at MTs Negeri 3 Aceh Barat was not always sufficient for the entire class, which at times limited the effectiveness of multimedia instruction. Teachers had to adapt the use of multimedia tools to ensure that all students could benefit from the lessons, but some students still faced difficulties in fully participating in digital activities.

Another challenge faced was time constraints. Multimedia lessons often required more time than traditional lectures due to the need for students to engage with interactive content and participate in group discussions. Teachers noted that the extended time required for multimedia-based lessons occasionally led to a reduction in the amount of content covered in a single class period. To address this, teachers had to carefully plan and structure the lessons, prioritizing key concepts and ensuring that multimedia activities were aligned with the learning objectives.

The research also highlighted the teacher's role in successfully implementing multimedia in the classroom. Teachers in the experimental group played a critical role as facilitators, guiding students through multimedia tools and helping them make the most of the resources available. However, some teachers expressed that they needed additional training to effectively use the technology in ways that would maximize learning. While most teachers in the study were familiar with basic multimedia tools, they often lacked the expertise to integrate them fully into their teaching practices. This underscores the importance of professional development and support for teachers when adopting new teaching methods.

Despite these challenges, the overall impact of multimedia on student learning outcomes was overwhelmingly positive. The use of multimedia not only improved student performance but also enhanced their engagement and motivation. Students in the experimental group showed a greater willingness to learn, actively participated in class activities, and demonstrated a deeper understanding of Islamic Education. The ability to connect abstract Islamic concepts to real-life scenarios and visualize key teachings was a key factor in this increased understanding.

Furthermore, students in the experimental group developed essential digital literacy skills, which are becoming increasingly important in today's world. By engaging with multimedia tools, students gained valuable experience in using technology for learning, a skill that will be beneficial for them in their future education and careers. The integration of technology in Islamic Education helped bridge the gap between traditional teaching methods and the needs of modern learners, providing students with the tools they need to succeed in an increasingly digital world.

The study also suggests that multimedia learning can play a vital role in addressing learning diversity in the classroom. By offering various forms of content, multimedia caters to different learning styles, ensuring that all students have access to the material in ways that suit their individual needs. Students who learn best through visual or auditory content were able to benefit from videos and audio materials, while others could engage with interactive quizzes and online resources. This flexibility made learning more inclusive, catering to the diverse needs of the student body at MTs Negeri 3 Aceh Barat.

Based on these findings, it is recommended that MTs Negeri 3 Aceh Barat continue to incorporate multimedia tools into their Islamic Education curriculum. The positive impact on student engagement, motivation, and academic achievement suggests that multimedia is an effective tool for enhancing learning. However, to maximize its potential, the school must address the challenges of resource availability and teacher training. Ensuring that all students have access to the necessary technology and providing teachers with professional development opportunities will be crucial for the successful implementation of multimedia in the classroom.

The study provides valuable insights into the role of multimedia in Islamic Education and its potential to improve student outcomes. The integration of multimedia tools into the learning process not only makes the material more engaging and accessible but also helps students develop essential skills such as critical thinking, collaboration, and digital literacy. Given the positive results of this study, it is clear that multimedia can play a pivotal role in enhancing the learning experience for students at MTs Negeri 3 Aceh Barat and beyond.

The findings of this study contribute to the growing body of literature on the use of technology in education, specifically within the context of Islamic Education. As multimedia continues to evolve, further research is needed to explore its long-term effects on learning outcomes and its application in different educational settings. Future studies could investigate the use of newer multimedia tools, such as virtual reality or gamification, to further enhance student engagement and learning in Islamic Education.

## **DISCUSSION**

This study aimed to explore the impact of multimedia integration in enhancing student engagement, motivation, and academic achievement in Islamic Education at MTs Negeri 3 Aceh Barat. The research focused on comparing two groups of students, one using multimedia tools as part of their learning process (experimental group) and the other relying on traditional methods of instruction (control group). The results of the study, analyzed through pre- and post-assessments, classroom observations, and student surveys, reveal that the use of multimedia in teaching Islamic Education positively influenced students' learning outcomes.

The pre-assessment results demonstrated that both the experimental and control groups had a similar understanding of the Islamic Education content before the intervention. However, the depth of their understanding varied. While students were familiar with Islamic principles such as Quranic teachings and Hadith, they struggled with applying these concepts to real-life situations. This finding pointed to a gap in engagement, suggesting that students were not fully involved in the material in a way that made it relevant to their daily lives. This gap was addressed in the intervention through multimedia-based instruction, which encouraged students to interact with the material in a more dynamic way.

After the intervention, the post-assessment results showed that the experimental group outperformed the control group in both factual recall and application of Islamic principles. Specifically, students in the experimental group demonstrated a better understanding of how to apply the teachings of the Quran and Hadith in everyday situations. This improvement can be attributed to the multimedia tools, such as educational videos, interactive presentations, and digital quizzes, which made the learning process more engaging and provided students with opportunities to actively engage with the content.

The classroom observations supported these quantitative findings. Teachers noted that the students in the experimental group were far more engaged during lessons. The interactive nature of the multimedia resources, such as videos and online quizzes, captured students' attention and motivated them to participate actively in class discussions. This was a significant shift from the typical lecture-based classroom, where



students often passively absorbed information. In contrast, the students in the control group, who were taught using traditional methods, were more passive, with less frequent participation in discussions.

One of the most significant outcomes of this study was the increase in student motivation in the experimental group. The motivation survey, conducted before and after the study, showed that students who were taught using multimedia-based instruction were more enthusiastic about learning Islamic Education. Students reported that the multimedia tools helped them better understand the material and made learning more interesting. They appreciated the ability to visualize and hear the content, as it made abstract concepts more tangible and relatable. The multimedia materials made the subject feel more relevant to their lives, thereby increasing their motivation to engage in class.

The use of visual and auditory media in the classroom enhanced the learning experience, particularly for students who are visual or auditory learners. Many students in the experimental group expressed how they appreciated the combination of visuals and sounds, which made abstract concepts more concrete. For instance, when learning about Islamic historical events or Quranic verses, students were able to see visual representations and hear contextual explanations, which helped them grasp complex ideas more easily. This multimedia approach supported diverse learning styles, enabling students to absorb information in a way that suited them best.

The critical thinking skills of students in the experimental group also showed considerable improvement. The multimedia activities were designed not only to engage students with the content but also to encourage them to think critically about the material. For example, students were asked to watch a video about an Islamic historical event and then discuss its significance in small groups. They were tasked with analyzing the moral and ethical lessons from the event and considering how these lessons could be applied in their own lives. This type of activity prompted students to engage in higher-order thinking, which is crucial for deeper learning.

Furthermore, problem-solving activities incorporated into the multimedia lessons allowed students to work collaboratively, fostering teamwork and communication skills. Students in the experimental group were often observed helping one another solve problems, whether it was interpreting a Hadith or applying Islamic principles to hypothetical scenarios. These activities not only deepened their understanding of Islamic teachings but also helped them develop valuable interpersonal skills. This shift from individual learning to collaborative problem-solving was one of the most noticeable benefits of multimedia-based learning.

One of the key challenges noted during the study was ensuring equal access to multimedia resources for all students. Some students in the experimental group faced difficulties with access to devices or reliable internet connections, which affected their ability to fully participate in multimedia-based activities. These challenges underscore the need for schools to ensure that all students have access to the necessary technology and resources to fully benefit from multimedia learning. Teachers were also required to make adjustments to their teaching strategies when these access issues arose, ensuring that all students, regardless of their resources, could engage with the material.

In addition to access challenges, time management emerged as another consideration during the multimedia lessons. Multimedia activities, while engaging and effective, often required more time to complete than traditional lectures. Teachers had to balance the need for interactive learning with the constraints of the school timetable. To address this challenge, teachers focused on integrating multimedia in ways that complemented traditional teaching methods, ensuring that key concepts were still covered while allowing students enough time to engage with multimedia resources.

The teachers' role in implementing multimedia-based instruction was critical to the success of the intervention. Teachers had to be trained to use multimedia tools effectively and to integrate these resources seamlessly into their lessons. In the experimental group, teachers received training on how to use multimedia tools, such as interactive

presentations and digital quizzes, to enhance student engagement. Teachers were also encouraged to facilitate group discussions and ensure that students were actively involved in the learning process. The success of the multimedia lessons depended on the teachers' ability to guide students through the multimedia content while encouraging critical thinking and collaboration.

Teacher training was also a key finding in this study. While many teachers were familiar with using technology in general, some lacked the skills to effectively integrate multimedia into their teaching practices. Training programs that focus on how to use multimedia for educational purposes are essential for ensuring that teachers can make the most of the available resources. This highlights the importance of ongoing professional development for educators, particularly when new teaching methods and technologies are introduced into the classroom.

Another challenge encountered during the study was the resistance to change from some students and teachers. Some students in the control group were initially reluctant to engage with multimedia tools, preferring the traditional method of learning. Likewise, some teachers were hesitant to shift from their conventional lecture-based methods to a more interactive, multimedia-driven approach. Overcoming this resistance requires time and support, but once the benefits of multimedia-based learning were evident, both students and teachers in the experimental group became more enthusiastic about using multimedia tools.

The findings from this study also suggest that multimedia-based learning can have a significant impact on student retention of Islamic Education material. Because multimedia lessons involved interactive activities and real-world applications, students were more likely to retain the information they learned. For example, students were able to better recall Quranic verses and Hadith when these teachings were presented through videos, visual aids, and collaborative problem-solving exercises. This indicates that multimedia can not only enhance understanding but also improve the long-term retention of knowledge.

Furthermore, the use of multimedia in Islamic Education has the potential to create a more inclusive learning environment. As multimedia caters to a variety of learning styles—visual, auditory, and kinesthetic—it provides opportunities for all students, regardless of their preferred learning method, to engage with the material. This approach helps to bridge the gap between students who may struggle with traditional lecture-based instruction and those who benefit from more interactive, hands-on learning experiences.

The study also highlighted the importance of aligning multimedia content with curriculum goals. For multimedia to be effective, it must be relevant to the learning objectives of the Islamic Education curriculum. Teachers must carefully select multimedia resources that support and enhance the content being taught. This requires thoughtful planning and coordination between educators and multimedia creators to ensure that the content is educationally appropriate and aligned with the learning goals.

Based on the results of this study, it is recommended that MTs Negeri 3 Aceh Barat continue to incorporate multimedia tools into their Islamic Education curriculum. The positive impact on student engagement, motivation, and academic performance demonstrates the value of multimedia in education. However, addressing challenges related to access to technology and time management is essential to ensure that all students can benefit from multimedia-based learning.

The integration of multimedia into Islamic Education proved to be an effective teaching strategy for improving student learning outcomes. By providing interactive, engaging, and visually stimulating resources, multimedia helped students connect more deeply with the material and fostered a positive learning environment. This study suggests that multimedia is a powerful tool for enhancing the teaching and learning of Islamic Education, and further research is needed to explore its broader applications in other subjects and educational contexts.

The findings of this study contribute to the growing body of literature on technology in education, particularly in the context of Islamic Education. As multimedia continues to evolve, its role in enhancing student engagement and improving academic outcomes will become increasingly important. Future studies could examine the long-term effects of multimedia-based learning and explore how newer multimedia technologies, such as virtual reality or augmented reality, can be used to further enhance the educational experience in Islamic Education.

This study underscores the potential of multimedia to transform education by making learning more engaging, accessible, and effective. By incorporating multimedia tools into the curriculum, educators can create a more dynamic and interactive learning environment that better meets the needs of today's students. The results of this study provide a strong case for the continued use of multimedia in Islamic Education and other disciplines to improve student learning and achievement. The interactive nature of the multimedia resources allowed students to engage with the content in a way that traditional methods could not. This higher level of engagement directly contributed to their improved understanding of Islamic Education concepts. The motivation survey results also reinforced the effectiveness of multimedia in increasing student motivation. Students in the experimental group reported a higher level of enthusiasm and interest in learning Islamic Education compared to the control group. They found multimedia tools to be more engaging and relevant to their lives, which led to increased participation and a positive attitude toward the subject.

These results suggest that multimedia can play a crucial role in making learning more enjoyable and relatable for students, thus fostering long-term motivation. Additionally, the study highlighted the importance of critical thinking and problem-solving in the learning process. Multimedia-based activities encouraged students to analyze the material from multiple perspectives, solve problems collaboratively, and apply their knowledge in real-world contexts. This shift from passive learning to active problem-solving not only deepened students' understanding of Islamic teachings but also helped develop essential skills such as teamwork, critical thinking, and decision-making. However, despite the positive outcomes, several challenges were encountered during the implementation of multimedia in the classroom. The study revealed that some students faced difficulties with access to technology, as not all students had equal access to devices and the internet at home. Additionally, the time required to incorporate multimedia into lessons was greater than traditional teaching methods, which sometimes limited the amount of content covered. Addressing these challenges would require improving access to technology and providing additional support for teachers to integrate multimedia more efficiently.

The results of this study indicate that multimedia tools are a valuable asset in the classroom, particularly in enhancing student engagement, motivation, and academic performance. The integration of multimedia into the Islamic Education curriculum at MTs Negeri 3 Aceh Barat provided students with a richer, more interactive learning experience. To maximize the benefits of multimedia in education, it is recommended that schools invest in providing adequate technological resources and offer ongoing training for teachers in the effective use of multimedia tools. In conclusion, the findings of this study suggest that multimedia is an effective teaching method for improving the learning experience in Islamic Education. By making the content more interactive, engaging, and relevant to students' lives, multimedia helps foster a deeper understanding of Islamic teachings while also increasing student motivation and participation. These positive outcomes highlight the need for continued exploration of multimedia in education, as it holds great potential for enhancing learning outcomes across various subjects.

## **CONCLUSION**

In conclusion, this study demonstrates that the integration of multimedia tools in the teaching of Islamic Education at MTs Negeri 3 Aceh Barat significantly improved student engagement, motivation, and academic performance. The experimental group, which received multimedia-based instruction, showed a marked improvement in both their ability to recall and apply Islamic teachings, particularly in real-world scenarios. This improvement was not only seen in their academic performance but also in their increased interest in the subject matter, as measured by the motivation survey.

The pre- and post-assessments revealed that students who were taught using multimedia tools were better able to understand and apply the material compared to those in the control group. The use of multimedia, such as educational videos, interactive presentations, and online quizzes, made the lessons more dynamic and engaging, encouraging active participation from students. These findings support the idea that multimedia can enhance learning by providing diverse and interactive content that resonates with different learning styles. Classroom observations provided further evidence that multimedia tools promoted greater student engagement. Students in the experimental group were observed to be more enthusiastic, eager to ask questions, and actively participate in discussions.

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