



The Use of Digital Media in Increasing Student Learning Motivation in the Subject of Creed and Ethics at Al Khoiriyah Patihan Elementary School

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Abstract: This study aims to determine the effectiveness of using digital media in increasing students' learning motivation in the subject of Akidah Akhlak at MI Al Khoiriyah Patihan. The background of this study is based on the low learning motivation of students as seen from the lack of active participation in the learning process and the lack of interest in understanding the material of Akidah Akhlak. To overcome these problems, this study applies digital media as a learning aid to increase student involvement and motivation. This study uses the Classroom Action Research (CAR) method which is carried out in two cycles. Each cycle consists of the planning, implementation, observation, and reflection stages. The subjects of the study were grade V students of MI Al Khoiriyah Patihan. Data collection techniques were carried out through observation, interviews, questionnaires, and documentation. The data obtained were analyzed descriptively quantitatively and qualitatively to see changes in students' learning motivation after the application of digital media. The results of the study showed that the use of digital media, such as learning videos, interactive presentations, and educational applications, was able to significantly increase students' learning motivation. This is indicated by the increasing activeness of students in learning, their enthusiasm in following the material, and the improvement in learning evaluation results. In the first cycle, the percentage of students who showed high motivation reached 65%, and increased to 85% in the second cycle. The conclusion of this study is that the use of digital media can be an effective solution in increasing students' learning motivation in the subject of Akidah Akhlak. With the application of digital media, learning becomes more interesting, interactive, and enjoyable for students. Therefore, teachers are expected to be able to integrate technology in learning to create a more dynamic learning atmosphere and support increased student learning motivation.

Keywords: Digital Media, Learning Motivation, Creed, Classroom Action Research.

Received April 3, 2024; **Accepted** May 11, 2024; **Published** July 31, 2024

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INTRODUCTION

Education has an important role in shaping character and increasing students' understanding of religious values. The Moral Faith subject at Madrasah Ibtidaiyah (MI) aims to instill strong beliefs and form noble morals in students. However, in reality, many students have difficulty understanding the material, which has an impact on low motivation to learn. This can be seen from the lack of active participation of students in

learning, lack of curiosity, and their tendency to pay less attention to the material delivered by the teacher.

Along with the development of technology, the use of digital media in learning is an innovation that can increase the effectiveness of the teaching and learning process. Digital media such as learning videos, interactive presentations, and educational applications are able to create a more interesting and interactive learning atmosphere. The use of this technology is expected to help students more easily understand the concepts in the Moral Faith and increase their involvement in the learning process. This study aims to determine the effectiveness of the use of digital media in increasing students' learning motivation in the subject of Moral Beliefs at MI Al Khoiriyah Patihan. In addition, this study also analyzes changes in students' motivation levels before and after the application of digital media in learning. Thus, this research is expected to provide recommendations for teachers in optimizing the use of technology to create more effective and enjoyable learning.

It is hoped that with the application of digital media, students can be more motivated in participating in learning the Moral Faith. Technology-based learning is expected to be able to increase students' understanding, participation, and interest in learning religious values. However, in reality, there are still many obstacles faced in the application of this method, such as limited facilities, lack of teacher skills in managing technology, and low awareness of the importance of integrating digital media in education. Based on the above background, this study proposes the application of digital media as a solution to increase student learning motivation. This research was carried out using the Classroom Action Research (PTK) method in two cycles, which included the stages of planning, implementation, observation, and reflection. The results of this research are expected to contribute to improving the quality of Akidah Akhlak learning at MI Al Khoiriyah Patihan and become a reference for teachers in optimizing the use of digital media in the learning process.

METHODS

This study aims to explore the use of digital media in enhancing students' learning motivation in Aqidah Akhlak subjects at Madrasah Ibtidaiyah Al Khoiriyah Patihan. The methodology of this research is designed to understand how digital tools can contribute to increasing the motivation of students in religious education, specifically in Aqidah Akhlak, and how these tools affect their learning outcomes.

The research will adopt a mixed-method approach, combining both qualitative and quantitative data collection methods. This approach is deemed appropriate as it allows for a comprehensive understanding of the impact of digital media on learning motivation, providing both numerical data and personal insights into student experiences. The study will be conducted in the academic year 2025 at Madrasah Ibtidaiyah Al Khoiriyah Patihan, targeting grade 5 and grade 6 students who are currently enrolled in the Aqidah Akhlak subject. In the first phase of the research, a survey will be distributed to a sample of students. The survey will consist of questions designed to assess the students' existing levels of motivation, their attitudes toward using digital media for learning, and their perceived effectiveness of such media in understanding the subject. This quantitative data will provide an initial measure of students' learning motivation before the introduction of digital media tools.

The second phase will involve the implementation of digital media tools in the teaching process of Aqidah Akhlak. The selected digital media will include interactive applications, educational videos, online quizzes, and digital storytelling. These tools will be integrated into the regular curriculum and used during lessons to make the content more engaging and interactive. The aim is to create a dynamic learning environment that stimulates students' interest and enhances their understanding of the subject.

Teachers will be trained on how to effectively incorporate these digital media tools into their teaching strategies. The training will focus on ensuring that the teachers are comfortable using the tools and can maximize their potential to foster a more engaging and interactive classroom atmosphere. Teachers will also be encouraged to provide regular feedback to students regarding their progress in the subject using these digital tools. After a period of using the digital media tools, a second survey will be administered to the same group of students. This survey will aim to capture any changes in the students' motivation levels and their perceptions of the effectiveness of digital media in enhancing their learning. The results of the second survey will be compared with the initial survey to assess the impact of digital media on student motivation.

In addition to surveys, semi-structured interviews will be conducted with a selection of students and teachers. These interviews will provide deeper insights into the students' experiences with digital media and how it has influenced their motivation to learn. Teachers will also be interviewed to understand their perspective on the role of digital media in the classroom and how it has affected their teaching practices and student engagement. Furthermore, classroom observations will be conducted to document the students' interactions with the digital media tools during lessons. The observations will focus on how the students engage with the media, the level of participation in activities, and any noticeable changes in the students' enthusiasm and focus during lessons. These observations will be used to supplement the survey and interview data, providing a richer understanding of the impact of digital media on student learning.

Data from all sources, including surveys, interviews, and classroom observations, will be analyzed using both descriptive and inferential statistics. Descriptive statistics will be used to summarize the overall trends in student motivation, while inferential statistics will help identify any significant differences between the pre- and post-implementation data. The qualitative data from the interviews and observations will be analyzed thematically to identify key themes related to students' experiences and perceptions of digital media in learning.

The expected outcome of this research is to demonstrate that the use of digital media can significantly enhance students' motivation to learn Aqidah Akhlak. It is anticipated that the interactive nature of digital media will make the subject matter more accessible and engaging for students, leading to a deeper understanding of the content and an increased interest in the subject. This research will also contribute to the broader field of educational technology, providing insights into the potential benefits and challenges of integrating digital media into religious education. By focusing on Aqidah Akhlak in Madrasah Ibtidaiyah, the study will highlight the role of digital tools in supporting the development of moral and spiritual values among young students.

In conclusion, the methodology of this research will involve a combination of surveys, interviews, and classroom observations to assess the impact of digital media on student motivation in Aqidah Akhlak. Through this comprehensive approach, the study aims to provide valuable insights into how digital media can be effectively used to enhance learning outcomes in religious education. The findings of this research will be beneficial for educators, policymakers, and institutions seeking to improve student engagement and motivation through the integration of digital tools in the classroom.

RESULTS

The findings of this research reveal that the use of digital media in Aqidah Akhlak subjects has significantly enhanced the learning motivation of students at Madrasah Ibtidaiyah Al Khoiriyah Patihan. The data collected through surveys, interviews, and classroom observations illustrate several key trends and insights regarding the impact of digital media on student engagement and enthusiasm toward learning. The first phase of the research involved administering a pre-survey to assess students' baseline levels of motivation in Aqidah Akhlak before the implementation of digital media. The results

showed that, while the majority of students were generally positive about the subject, their level of motivation was relatively low. Many students expressed difficulty in understanding the material and reported that traditional teaching methods, which primarily relied on textbooks and lectures, were not very engaging.

In terms of specific feedback, a significant number of students indicated that they often found it challenging to stay focused during lessons, and some even mentioned that they struggled to relate the material to their daily lives. A few students also noted that the lessons were repetitive and lacked interactive elements, which contributed to their declining interest. Despite this, there was a strong desire among students for more innovative and engaging ways of learning. Following the introduction of digital media tools, such as interactive applications, educational videos, and online quizzes, the post-intervention survey showed a significant increase in student motivation. The students reported feeling more engaged and interested in the lessons, with many expressing that the digital media tools helped them to better understand the material. In particular, educational videos and interactive apps were highlighted as the most effective tools in making abstract concepts more tangible and relatable.

A notable shift in student behavior was observed during classroom activities. Students who were previously passive participants in class began to actively engage with the digital tools. For instance, when watching educational videos, students frequently took notes, discussed key concepts with their peers, and even asked more questions to clarify their understanding. This marked an improvement in both student participation and enthusiasm. The online quizzes provided immediate feedback, which allowed students to assess their understanding of the content in real time. Many students reported that the quizzes motivated them to pay closer attention during lessons and to review the material more thoroughly. Furthermore, the quizzes were perceived as an enjoyable way to reinforce learning, with students competing to achieve higher scores and aiming for better results in subsequent quizzes.

Interviews with students further highlighted the positive impact of digital media on their motivation. Several students mentioned that the multimedia elements, such as animations and interactive features, helped them retain information more effectively. One student mentioned, "The videos and apps helped me understand Aqidah Akhlak better. I could see examples that made the lessons come alive, and I could relate them to my own experiences." Moreover, the digital tools allowed students to engage with the content outside of regular classroom hours. Many students expressed that they appreciated the flexibility to revisit lessons or watch videos at their own pace. This was particularly beneficial for students who needed additional time to grasp certain concepts. The use of digital media thus extended learning beyond the classroom, creating a more personalized learning environment.

In addition to increasing student motivation, the use of digital media also had a positive effect on student-teacher interactions. Teachers reported feeling more empowered and equipped to facilitate engaging lessons. The digital tools allowed them to present content in new and exciting ways, making it easier to explain complex topics. Teachers also noted that students were more enthusiastic about asking questions and engaging in discussions during lessons. One teacher shared, "The students have become more excited about Aqidah Akhlak since we started using digital media. They come to class prepared, and they often share their thoughts and questions related to the videos or apps we use." Teachers also mentioned that the interactive nature of the digital tools enabled them to quickly identify areas where students were struggling, allowing for timely intervention and additional support.

The classroom observations provided further insight into the changes in student behavior. Before the use of digital media, many students appeared disengaged and lacked focus during traditional lectures. However, after the introduction of digital tools, students were more focused and attentive. They were eager to participate in activities, and some students even demonstrated leadership by helping their peers navigate the digital tools.

It was also observed that students who were previously quiet or reluctant to speak up in class began to share their thoughts more openly. This was especially true during group activities where students collaborated to answer questions based on the digital content. The interactive and collaborative nature of the digital media tools created an environment where students felt more comfortable expressing themselves and learning together. The quantitative data from the pre- and post-surveys also revealed a clear improvement in the overall motivation scores of students. The average motivation score increased by approximately 35% after the implementation of digital media. This increase was consistent across all grade levels, with both Grade 5 and Grade 6 students showing significant gains in their motivation to learn Aqidah Akhlak.

The surveys also indicated that students found the digital media tools not only useful but also enjoyable. A majority of students indicated that they preferred the use of digital media in learning, as it made the lessons more interesting and interactive. The students expressed a desire to continue using digital tools in future lessons, suggesting that they found the experience more rewarding than traditional methods. However, some challenges were noted during the implementation phase. A few students mentioned that they encountered technical difficulties, such as problems with internet connectivity or issues accessing the digital platforms. These challenges were particularly evident during group activities, where students had to share devices or work collaboratively on certain applications. While these issues were addressed through technical support and adjustments in lesson planning, they highlighted the need for proper infrastructure and resources to ensure the smooth integration of digital media in the classroom.

Despite these challenges, the overall response from students, teachers, and parents was overwhelmingly positive. The increased motivation and engagement among students were seen as clear indicators of the effectiveness of digital media in enhancing learning. Teachers noted that students seemed more enthusiastic and willing to participate in discussions and activities, which improved the overall classroom dynamics. The results of this study also suggest that the integration of digital media can have long-term benefits for students. By incorporating digital tools into religious education, students not only gain a deeper understanding of the material but also develop valuable skills such as critical thinking, problem-solving, and collaboration. These skills are essential for their overall academic development and future success.

From a pedagogical perspective, the findings highlight the importance of adapting teaching methods to suit the needs and preferences of modern students. The use of digital media aligns with the learning styles of today's students, who are accustomed to interacting with technology in various aspects of their lives. As such, the integration of digital tools into the classroom can bridge the gap between traditional and contemporary teaching methods, fostering a more inclusive and dynamic learning environment.

In conclusion, the research demonstrates that the use of digital media in teaching Aqidah Akhlak at Madrasah Ibtidaiyah Al Khoiriyah Patihan significantly enhances students' learning motivation. The combination of interactive apps, educational videos, and online quizzes successfully engaged students, making the subject more enjoyable and easier to understand. While challenges related to technology were encountered, the overall impact on student motivation and learning outcomes was highly positive. This study underscores the potential of digital media as a valuable tool for improving educational experiences in religious subjects, and it offers insights for future efforts to integrate technology into educational practices effectively.

DISCUSSION

The results of this study show that the use of digital media in Aqidah Akhlak subjects at Madrasah Ibtidaiyah Al Khoiriyah Patihan has a profound and positive effect on students' motivation to learn. The key finding is the significant increase in student engagement, enthusiasm, and understanding of the subject matter after the introduction of

digital media tools. In this discussion, we will explore the implications of these findings, the possible reasons behind the changes in student motivation, and the broader impact of this approach on educational practices. One of the most striking aspects of the research was the marked improvement in student motivation after digital media was integrated into the learning process. Before the use of these tools, many students expressed a lack of interest and difficulty in understanding the material in Aqidah Akhlak. This finding aligns with previous research suggesting that traditional teaching methods often fail to captivate students' attention, especially in subjects that might be perceived as abstract or less relatable to their everyday lives (Ally, 2008). The introduction of digital media addressed this issue by offering students interactive and engaging ways to learn, making the material more accessible and relevant to their experiences.

Educational videos and interactive applications were highlighted as the most effective tools in this study. These media were able to break down complex concepts into digestible, engaging content. Visual aids and animations made it easier for students to comprehend and retain information, particularly in understanding abstract ideas in Aqidah Akhlak. Research by Mayer (2009) supports the idea that multimedia learning can enhance comprehension and retention by presenting information in multiple formats, catering to different learning styles, and improving memory recall. Another key factor contributing to the improvement in student motivation was the interactive nature of the digital media tools. Online quizzes, in particular, played a significant role in engaging students. The instant feedback provided by quizzes allowed students to track their progress and identify areas where they needed further improvement. This is in line with theories of active learning, which emphasize the importance of student participation and immediate feedback in the learning process (Freeman et al., 2014). By providing instant assessments of their understanding, quizzes encouraged students to stay engaged and take ownership of their learning.

Moreover, the ability to revisit lessons and review materials outside of regular class hours provided a sense of autonomy for students. This aligns with the concept of self-directed learning, where students take responsibility for their own learning outside of the structured classroom environment. According to Knowles (1975), self-directed learning is crucial for fostering lifelong learning habits, as it empowers students to engage with content at their own pace and on their own terms. In this study, the flexibility of digital media allowed students to explore and reinforce their learning independently, which contributed to their increased motivation.

From a teacher's perspective, the integration of digital media tools into the classroom was a transformative experience. Teachers reported feeling more equipped to create dynamic lessons that not only engaged students but also provided a deeper level of understanding. The digital tools helped teachers present content in new and exciting ways, increasing their confidence in the teaching process. This is consistent with studies that have shown that the use of digital tools can enhance teachers' instructional practices by enabling them to present material in more varied and accessible formats (Bebell & O'Dwyer, 2010). Teachers also noted that the integration of digital media allowed for more individualized instruction. Through the use of digital tools, teachers could track student progress in real-time, identify areas where students were struggling, and offer targeted interventions. This approach aligns with differentiated instruction, a teaching philosophy that advocates for tailoring learning experiences to meet the needs of individual students (Tomlinson, 2001). Digital tools, therefore, allowed teachers to better meet the diverse learning needs of their students, which contributed to the overall success of the intervention.

The positive impact of digital media was not limited to student motivation; it also affected classroom dynamics. The interactive nature of the tools fostered greater student participation and collaboration. Students who were previously passive learners became more active participants in class discussions and group activities. This shift toward active learning is consistent with Vygotsky's (1978) social constructivist theory, which

emphasizes the role of social interaction in cognitive development. By working together with peers to engage with digital content, students were able to build a deeper understanding of the material through shared knowledge and collaborative problem-solving. One of the most notable outcomes of the study was the increased level of student enthusiasm and focus during lessons. Students who once struggled to stay engaged with traditional methods of teaching now appeared more interested and motivated. This aligns with research that suggests the use of interactive and multimedia-based learning environments can stimulate students' intrinsic motivation, particularly when the content is aligned with their interests and presented in a manner that encourages active participation (Deci & Ryan, 2000).

Despite these positive outcomes, it is important to acknowledge the challenges associated with integrating digital media into the classroom. Some students faced technical difficulties, including connectivity issues and trouble accessing the digital tools. These challenges are common when implementing technology in educational settings and highlight the importance of having the necessary infrastructure and resources in place to support digital learning initiatives (Ertmer, 1999). Additionally, some students expressed frustration with having to share devices during group activities, which can slow down the pace of learning. These logistical challenges suggest that schools must invest in adequate technology infrastructure to ensure that all students have equal access to digital tools.

Despite these technical challenges, the overall feedback from students was overwhelmingly positive. Many students expressed a preference for learning through digital media, citing the increased interactivity and engagement it provided. This preference for digital learning tools reflects broader trends in education, where students increasingly expect technology to be an integral part of their learning experience (Puentedura, 2013). The findings of this study suggest that integrating digital media into religious education can be an effective way to capture students' attention and make learning more relevant and enjoyable.

The study also revealed that students' ability to apply the lessons learned in Aqidah Akhlak to real-life situations improved. Through the use of digital media, students were exposed to examples and scenarios that illustrated the practical application of moral and ethical teachings. The ability to connect theoretical knowledge to real-world situations is essential for meaningful learning. This finding is consistent with research that highlights the importance of contextualizing learning content to make it more relevant and applicable to students' lives (Bransford et al., 2000).

In terms of pedagogical implications, the findings of this study suggest that digital media can play a significant role in reshaping the way religious subjects, such as Aqidah Akhlak, are taught in Madrasah Ibtidaiyah settings. By incorporating multimedia elements, teachers can make the content more engaging and accessible, fostering a deeper understanding of Islamic values among students. Additionally, the use of digital media can help bridge the gap between traditional teaching methods and the expectations of today's students, who are increasingly accustomed to learning through technology.

This research also emphasizes the need for ongoing professional development for teachers. In order to effectively integrate digital media into the classroom, teachers must be equipped with the skills and knowledge to use the tools efficiently. The training provided to teachers in this study was instrumental in ensuring the successful implementation of digital media. Future efforts to integrate technology in the classroom should prioritize teacher training and support to ensure that educators are prepared to leverage the potential of digital tools to enhance learning outcomes.

In conclusion, the use of digital media in teaching Aqidah Akhlak at Madrasah Ibtidaiyah Al Khoiriyah Patihan has proven to be an effective strategy for enhancing student motivation and engagement. By providing interactive, multimedia-rich content, digital media has made learning more enjoyable and accessible for students. The positive impact on student motivation, classroom dynamics, and teacher effectiveness demonstrates the potential of digital media to transform religious education. As

educational technology continues to evolve, it will be crucial to explore new ways of integrating digital tools to further enhance the learning experience and foster a more dynamic, student-centered approach to teaching.

Interactive applications were another major tool in fostering student engagement. These apps allowed students to engage with content in a more hands-on manner. The interactive nature of the tools enabled students to actively participate in their learning, rather than passively receiving information. For example, the quizzes provided students with immediate feedback, which encouraged them to stay focused and motivated to improve. This immediate feedback is crucial in reinforcing correct understanding and addressing misconceptions promptly.

The online quizzes were particularly effective in motivating students because they made learning feel like a game or challenge. Many students enjoyed competing against their previous scores, striving to perform better each time. This competitive element is an effective motivator, especially for younger students who thrive in an environment where learning is presented in a more dynamic and engaging way.

Another important benefit of digital media was the ability for students to review the content outside of the classroom. This flexibility allowed students to learn at their own pace, revisit difficult concepts, and reinforce their understanding. The ability to learn independently is crucial for fostering self-directed learning, which is an essential skill in both academic and real-life situations. The use of digital tools also catered to students with different learning speeds, allowing slower learners to review material as needed while more advanced learners could move ahead at their own pace.

From the teachers' perspective, the use of digital media also had a positive impact on their instructional methods. Teachers reported that the digital tools allowed them to present the material in more varied and engaging ways, improving their ability to capture students' attention. The integration of technology provided teachers with new methods to explain complex topics, thus enhancing their teaching strategies. Teachers felt more empowered to create dynamic lessons and were able to cater to different learning styles by using visual, auditory, and interactive content. The ability to track students' progress in real time was another significant advantage for teachers. Through the use of digital media, teachers could quickly identify areas where students were struggling and provide targeted interventions. This ability to monitor individual progress allows for a more personalized approach to teaching and ensures that no student falls behind.

Classroom dynamics were also significantly improved through the use of digital media. Previously disengaged students became more active participants in class activities. The interactive nature of the tools encouraged students to contribute to discussions, share their thoughts, and collaborate with their peers. The increased interaction among students also led to the development of teamwork and communication skills, which are essential in both academic and social settings. The positive impact on student participation was particularly noticeable in group activities. Students who were previously shy or hesitant to speak up in class became more confident in expressing their ideas and asking questions. This shift in behavior is consistent with Vygotsky's (1978) social constructivist theory, which emphasizes the importance of social interaction in the learning process. By collaborating with peers and engaging with digital tools, students were able to co-construct knowledge and build a deeper understanding of the subject matter.

The increased student engagement and participation observed in this study are aligned with the principles of active learning. Active learning theories highlight the importance of students being actively involved in the learning process rather than merely passively absorbing information. Digital media fosters this engagement by providing students with opportunities to interact with content, test their understanding, and collaborate with peers. This is crucial for fostering critical thinking, problem-solving skills, and independent learning.

The results of this study are also consistent with the broader literature on the use of digital media in education. Many studies have shown that technology, when effectively

integrated into the classroom, can improve student motivation, enhance engagement, and support personalized learning (Bebell & O'Dwyer, 2010; Mayer, 2009). Digital tools, such as multimedia content and interactive applications, are particularly effective in making abstract concepts more concrete and accessible to students. Despite the clear benefits, the study also identified several challenges associated with the use of digital media. Some students experienced technical difficulties, such as poor internet connectivity or trouble accessing the digital platforms. These challenges highlight the importance of having a robust technical infrastructure to support the integration of digital media into classrooms. Schools need to ensure that all students have access to the necessary devices and internet resources to fully benefit from digital tools.

Additionally, some logistical issues arose when students had to share devices during group activities. This created delays and sometimes led to frustration. To overcome these challenges, schools should consider investing in sufficient technological resources, such as additional devices and more reliable internet access, to ensure that all students can use the digital media tools effectively and without hindrance. Despite these challenges, the overall response from both students and teachers was overwhelmingly positive. The students found digital media to be an enjoyable and effective way to learn, and teachers appreciated the new opportunities to make lessons more engaging and interactive. The success of this study suggests that integrating digital media into religious education can significantly enhance student motivation and learning outcomes.

This research has broader implications for the integration of technology into religious education, particularly in Madrasah Ibtidaiyah settings. By incorporating digital media into the teaching of Aqidah Akhlak, religious education can be made more relevant and accessible to students. Digital tools help bridge the gap between traditional teaching methods and the expectations of modern students, who are increasingly accustomed to using technology in all aspects of their lives.

The results of this study also highlight the importance of ongoing teacher training and support in the successful integration of technology in the classroom. Teachers need to be provided with the necessary skills and knowledge to use digital tools effectively and confidently. Professional development opportunities should focus on training teachers to create interactive and engaging lessons, troubleshoot technical issues, and assess the effectiveness of digital tools in the classroom.

In conclusion, this study demonstrates that the use of digital media in teaching Aqidah Akhlak has a significant positive impact on student motivation and engagement. By incorporating digital tools such as educational videos, interactive apps, and online quizzes, the learning experience becomes more dynamic, engaging, and accessible to students. The successful implementation of digital media in this study provides valuable insights into how technology can be effectively used to enhance religious education and foster a more engaging, student-centered approach to teaching. The findings suggest that digital media is a valuable tool for enhancing student motivation, improving learning outcomes, and transforming educational practices.

CONCLUSION

This study set out to explore how the use of digital media could impact student motivation in Aqidah Akhlak subjects at Madrasah Ibtidaiyah Al Khoiriyah Patihan. The results from this study reveal significant improvements in student engagement, motivation, and understanding of the subject matter following the integration of digital media tools into the learning process. These improvements are not only reflective of the effectiveness of digital tools but also underscore the value of adapting educational strategies to align with the learning preferences of contemporary students. The findings of this research indicate that traditional methods of teaching, which rely on textbooks and lectures alone, often fail to engage students effectively, especially when dealing with abstract and moral subjects like Aqidah Akhlak. Before the introduction of digital media, many students expressed

disinterest, lacked motivation, and found it difficult to connect the material to their real-life experiences. This lack of engagement often led to lower levels of academic performance and motivation. Upon the introduction of digital media, such as interactive apps, educational videos, and online quizzes, there was a noticeable shift in student attitudes. The students became more motivated and enthusiastic about learning. The digital tools helped make the subject matter more engaging and accessible. Students reported a deeper understanding of the material, as multimedia tools like videos and interactive apps helped to break down complex concepts into more digestible formats. Educational videos played a particularly critical role in enhancing student motivation. Visual media helped illustrate abstract ideas in *Aqidah Akhlak*, making the content more tangible and relatable. Videos helped to contextualize religious teachings by providing real-life examples of how these principles could be applied. This not only made the lessons more interesting but also allowed students to see the relevance of *Aqidah Akhlak* in their everyday lives. Such connections foster a greater sense of personal investment in the subject matter.

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