The Influence of the Use of Interactive Media in Islamic Religious Education Learning on Students' Learning Interests at SMP Negeri 2 Sipispis

Ahmad Nuruddin ✉, SMP Negeri 2 Sipispis, Indonesia
Yusnar Purba, SMP Negeri 2 Sipispis, Indonesia
Khairuddin, SD Negeri 104306 Sei Belutu, Indonesia
Maya Sriyanti, SD Negeri 102092 Sibulan, Indonesia
Sarti, SD Negeri 105441 Kuta Pinang, Indonesia

✉ *ahmadnuruddin46@guru.smp.belajar.id*

Abstract: This study aims to examine the effect of using interactive media in Islamic Religious Education (PAI) learning on students' learning interest at SMP Negeri 2 Sipispis. The background of this study is based on the low interest in learning of students as reflected in the lack of active participation and enthusiasm in participating in PAI learning. The use of interactive media is expected to be a solution to overcome this challenge and create a more interesting learning atmosphere. This study uses a quantitative method with an experimental approach. Data were collected through questionnaires, observations, and interviews to measure the level of students' learning interest before and after the use of interactive media. The research sample involved grade VIII students who were selected randomly. Data analysis was carried out using statistical tests to see significant differences between conditions before and after the intervention. The results showed that the use of interactive media, such as learning videos, online quizzes, and material simulations, significantly increased students' learning interest. This increase can be seen from the increasing activity of students in discussions, increasing curiosity, and the ease of students in understanding teaching materials. These findings indicate that the integration of technology in PAI learning can strengthen students' intrinsic motivation and support a more meaningful learning process. Therefore, it is recommended for teachers to continue to develop technology-based learning innovations in order to create a conducive learning environment that is in accordance with the characteristics of the current digital generation.

Keywords: Interactive media, learning interest, Islamic Religious Education, SMP Negeri 2 Sipispis

INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping students' character and morals. Through PAI learning, students are invited to understand Islamic values that serve as guidelines for behaving and acting in everyday life. This learning does not only focus on cognitive aspects, but also builds students' spiritual and moral awareness. The main objective of PAI learning is to help students develop a strong religious awareness. With a good understanding, students are expected to be able to internalize Islamic values and practice them in real actions. This process is key to forming a generation with noble morals and high integrity.

Ideally, students follow PAI lessons with enthusiasm. They actively ask questions, discuss, and engage in class activities that support understanding of the material. This active participation is an indicator that students are not only memorizing theories, but are also truly interested in studying their religious teachings.

Unfortunately, this expectation often faces challenges in the field. Not all students show a high interest in PAI lessons. They tend to be passive, less enthusiastic, and only follow learning as an obligation, not as a need for self-development. At SMP Negeri 2 Sipispis, the phenomenon of low interest in learning Islamic Religious Education can be seen from the minimal involvement of students in class discussions. When the teacher delivers the material, most students tend to be silent and only receive information in one direction. This hinders the learning process which should take place dynamically and interactively.

One of the factors causing low interest in learning is the conventional learning method which is less interesting. The monotonous approach makes students feel bored and makes it difficult to understand the material well. In this digital era, students tend to be more responsive to methods that involve technology and visual interaction. As an effort to overcome this challenge, the use of interactive media is one promising solution. Interactive media can provide a more lively and enjoyable learning experience. For example, learning videos can present material in an attractive visual form, while online quizzes can be an evaluation tool that actively involves students. Interactive media also helps students understand abstract concepts in Islamic Religious Education more easily. Simulation of material, such as animations of the prophet's story or illustrations of the laws of fiqh, can clarify material that is difficult to understand if only delivered verbally. In this way, the learning process becomes more contextual and relevant.

This study aims to examine the effect of the use of interactive media on students' interest in learning. Through this approach, it is hoped that students will not only be more enthusiastic in following lessons, but also have a deeper understanding of Islamic teachings. This is an important step in improving the quality of Islamic Religious Education learning as a whole. With innovation in learning methods, teachers can create a more lively and inspiring classroom atmosphere. The integration of interactive media is not only a teaching aid, but also a means to build a spirit of continuous learning. Thus, religious education in schools can truly be a means of forming strong and meaningful character for students.

In the rapidly evolving educational landscape, the integration of technology in the classroom has become increasingly important. The use of digital tools and interactive media is reshaping how subjects are taught and learned. In particular, Islamic Religious Education (PAI) in middle schools has witnessed a shift in how lessons are delivered, with teachers exploring new methods to enhance student engagement and interest. SMP Negeri 2 Sipispis, like many other educational institutions, has recognized the need to adapt to modern teaching strategies that incorporate technology to create more dynamic and engaging learning environments. PAI is a critical subject in Indonesian education, as it not only teaches religious knowledge but also instills moral values and ethical behaviors in students. Traditionally, PAI lessons were delivered through lectures, textbooks, and rote memorization. While these methods have served the purpose of transmitting essential religious knowledge, they have often been perceived as monotonous and less engaging, which can lead to a lack of motivation and interest among students. As a result, there has been a growing demand for more interactive and innovative approaches to teaching PAI that can better capture students' attention and enhance their learning experience.

Interactive media, including multimedia presentations, educational videos, online quizzes, and virtual reality (VR), have emerged as promising tools for addressing this challenge. These tools offer a more engaging and hands-on approach to learning, allowing students to interact with the content and actively participate in their learning process. The use of interactive media can help make abstract concepts more concrete, foster better retention, and create a more dynamic learning environment. By incorporating interactive

media, teachers can create lessons that are not only informative but also enjoyable and engaging, which can lead to improved student outcomes. Recent studies have shown that the use of interactive media in the classroom can significantly improve students' motivation, engagement, and academic performance. For example, videos and animations can make complex ideas more understandable, while online quizzes and games encourage students to test their knowledge in a fun and interactive way. Virtual reality, on the other hand, can provide immersive learning experiences, allowing students to explore concepts in a more engaging and experiential manner. These technologies can be particularly beneficial in subjects like PAI, where students can explore religious concepts, historical events, and cultural practices in an interactive and visual manner.

In the context of SMP Negeri 2 Sipispis, the introduction of interactive media into PAI lessons represents an opportunity to enhance the teaching and learning process. The school has been experimenting with incorporating digital tools into various subjects, but the use of interactive media in PAI lessons remains relatively underexplored. Given the increasing reliance on technology in modern education, it is essential to investigate how interactive media can be effectively integrated into PAI instruction to improve student engagement and learning outcomes. The implementation of interactive media in PAI lessons offers several potential advantages. First, it can help break the traditional monotony of classroom lectures by providing students with diverse and engaging learning materials. This can capture their attention and make the learning experience more enjoyable. Second, interactive media can support differentiated learning by catering to students' diverse learning styles. Visual learners, for example, can benefit from videos and animations, while kinesthetic learners may find interactive activities like quizzes and VR more engaging.

Moreover, interactive media can promote student-centered learning, where students take a more active role in their education. For instance, online quizzes provide immediate feedback, enabling students to monitor their progress and understand where they need to improve. Similarly, VR experiences offer hands-on, immersive learning opportunities that help students connect with the content in a meaningful way. This shift towards active learning can foster a deeper understanding of the material and encourage students to take ownership of their learning. In addition to improving student engagement, interactive media can also address challenges related to the diverse backgrounds and learning abilities of students. In a typical classroom, students have varying levels of prior knowledge and learning preferences. Interactive media can help bridge this gap by providing multiple modes of instruction that cater to different needs. For instance, visual and auditory learners can benefit from videos and audio recordings, while kinesthetic learners can engage with interactive simulations and activities.

While there is a growing body of research supporting the benefits of interactive media in education, the specific impact of these tools in the context of PAI lessons in middle schools remains limited. Therefore, this study aims to fill this gap by investigating the effects of using interactive media on students' learning interest and academic performance in PAI at SMP Negeri 2 Sipispis. By examining the outcomes of integrating digital tools into the PAI curriculum, the study seeks to provide valuable insights for educators looking to enhance their teaching strategies. In addition to the potential benefits for students, the integration of interactive media also presents an opportunity for teachers to develop their professional skills. Teachers who incorporate digital tools into their lessons are not only enhancing student engagement but also improving their own technological competencies. This professional development can have long-term benefits, as teachers become more adept at using technology to create innovative and effective learning environments.

This study also addresses the challenges and barriers that teachers may encounter when integrating interactive media into their lessons. Despite the promising potential of digital tools, some teachers may be hesitant to adopt new technologies due to a lack of resources, training, or familiarity with the tools. Understanding these challenges and

providing solutions will be an important aspect of this research, as it can help inform policies and strategies for the effective implementation of interactive media in schools. In conclusion, the use of interactive media in PAI lessons at SMP Negeri 2 Sipispis represents a promising approach to improving student engagement, motivation, and academic performance. By exploring the impact of these tools on students' interest and learning outcomes, this study aims to contribute to the growing body of research on technology-enhanced education and provide practical recommendations for educators seeking to incorporate digital tools into their teaching practices. Through this investigation, the study hopes to demonstrate the potential of interactive media to transform the teaching and learning experience in PAI, making it more dynamic, engaging, and relevant to students in the 21st century.

METHODS

This study aims to examine how the use of interactive media in Islamic Religious Education (PAI) lessons impacts students' learning interest at SMP Negeri 2 Sipispis. The research is conducted using the Classroom Action Research (CAR) model, which follows a cyclical process consisting of planning, action, observation, and reflection. CAR is suitable for this research because it allows the teacher to make adjustments to the classroom environment based on the findings from each cycle, ensuring that the changes improve students' engagement and interest in learning. The research involves students from class VIII at SMP Negeri 2 Sipispis, with a total of 30 participants selected for this study. The decision to focus on this class is due to the observed low levels of interest and engagement among students during their Islamic Religious Education lessons, particularly when traditional teaching methods are used.

To gather data, several instruments will be used, including pre- and post-study questionnaires to assess students' learning interest. These questionnaires will contain both closed and open-ended questions, focusing on students' attitudes, motivation, and learning preferences in Islamic Religious Education. Additionally, observation sheets will be used to track student behavior, engagement, and interaction with the media during lessons. A test will also be given after each cycle to measure students' knowledge and understanding of the material. Interviews will be conducted with a selected group of students to gain qualitative insights into their perceptions of the interactive media and how it affects their learning interest. The data collection process will include a pre-test and pre-survey to evaluate students' knowledge and interest in the subject before the introduction of interactive media. During the first cycle, interactive media such as educational videos, online quizzes, and interactive websites will be integrated into the lessons to encourage student participation and engagement. Observations will be made after each lesson to assess how students interact with the media, and reflections will be carried out to evaluate the effectiveness of the tools used.

At the end of the first cycle, a post-test and post-survey will be administered to measure any changes in students' knowledge and learning interest. The results of the pre- and post-tests will be analyzed to determine whether there has been a significant improvement. Based on the findings from the first cycle, improvements will be made in the second cycle. These improvements may involve refining the use of the media or introducing additional tools to enhance the learning experience further. Following the second cycle, further observations and interviews will be conducted to evaluate the lasting impact of the interactive media on students' learning interest. The data collected from questionnaires, tests, observation sheets, and interviews will be analyzed using both qualitative and quantitative methods. The pre- and post-test scores will be analyzed using statistical techniques, such as paired sample t-tests, to determine any significant differences in students' knowledge and understanding. Additionally, the pre- and post-survey data will be compared to assess changes in students' learning interest. The

qualitative data from interviews and observations will be analyzed thematically to identify patterns in students' engagement with the media and their overall learning experience.

During the first cycle, the primary goal will be to integrate a variety of interactive media into the lessons. This will include educational videos that explain core concepts of Islamic teachings, such as the Five Pillars of Islam, zakat, and prayer. Online quizzes will be used to provide immediate feedback on students' knowledge, while interactive websites will allow students to engage with Islamic content through modules, games, and discussions. The lesson plans will be carefully designed to incorporate these tools and to ensure they complement traditional teaching methods. In the second cycle, the use of interactive media will be refined and expanded based on the results and feedback from the first cycle. This may involve incorporating new technologies, such as virtual reality (VR), to immerse students in Islamic history and the experience of Islamic rituals and places of worship. Collaborative learning will also be promoted by encouraging students to work together on interactive media tasks. Peer teaching will be introduced to allow students to help each other and deepen their understanding of the subject.

Ethical considerations will be observed throughout the research. Informed consent will be obtained from both students and their parents prior to the start of the study. Participants will be assured that their responses will be confidential and used solely for the purpose of the research. Students will also be informed of their right to withdraw from the study at any time without penalty. The main expected outcome of this study is an improvement in students' interest in learning Islamic Religious Education. It is anticipated that the use of interactive media will increase student engagement, participation, and enjoyment of the lessons. By using these tools, students are expected to better understand and retain key Islamic concepts, which will allow them to apply their knowledge in their daily lives. Furthermore, the study aims to show that interactive media can positively influence students' attitudes toward learning and increase their motivation. It is hoped that this study will contribute to enhancing educational practices by demonstrating the benefits of interactive media in fostering student interest and improving academic performance in Islamic Religious Education. The research intends to show that such tools can create a more dynamic and effective learning environment, benefiting both teachers and students.

RESULTS

This section presents the findings of the study on how the use of interactive media in Islamic Religious Education (PAI) lessons impacted students' learning interest at SMP Negeri 2 Sipispis. The data gathered from questionnaires, tests, observations, and interviews throughout the research process are analyzed both quantitatively and qualitatively to provide a comprehensive understanding of the influence of interactive media on student engagement and motivation in learning. Before the introduction of interactive media, a pre-test was conducted to assess students' initial knowledge of Islamic Religious Education. The results revealed that students had a relatively low understanding of key concepts such as the Five Pillars of Islam, zakat, and prayer, with an average pre-test score of 55%. This score reflected the lack of deep understanding of the subject matter, which correlated with the students' low level of interest and engagement in class. This baseline data served as the starting point for evaluating the effects of interactive media in subsequent lessons.

Alongside the pre-test, a pre-survey was conducted to gauge students' interest in the subject of Islamic Religious Education. The survey results showed that many students found the subject to be uninteresting and disengaging. Only 40% of students expressed a high level of interest in the lessons, while the remaining 60% indicated low motivation to actively participate. Many students attributed this lack of interest to the monotonous nature of traditional teaching methods such as lectures and textbooks. These findings highlighted the need for a more engaging and dynamic approach to teaching Islamic

Religious Education. In the first cycle of the intervention, various interactive media tools were introduced into the lessons, including educational videos, online quizzes, and interactive websites. The educational videos aimed to visually explain core Islamic concepts, making abstract ideas easier to understand. Online quizzes provided students with immediate feedback on their understanding of the material, while interactive websites allowed students to explore Islamic teachings through engaging activities and games. The teacher guided students in using these tools, encouraging active participation and facilitating discussions based on the content presented through the media.

During the first cycle, observations were made regarding student engagement and participation. It was observed that students were more focused and engaged when using the interactive media. The videos sparked curiosity and prompted students to ask questions, while the quizzes added an element of competition that encouraged participation. Despite the positive response, some students faced challenges with navigating the interactive websites, which led to frustration for a few. Additionally, the pacing of lessons had to be adjusted to accommodate students who struggled to keep up with the activities. At the end of the first cycle, a post-test was administered to assess the impact of the interactive media on students' knowledge of the material. The results showed a significant improvement in students' scores, with the average post-test score rising to 72%, a notable increase from the pre-test results. This improvement suggested that interactive media had effectively helped students grasp key Islamic concepts, particularly zakat and the Five Pillars of Islam. Students demonstrated a better understanding of these topics, indicating that the use of interactive media had positively influenced their learning.

A post-survey was also conducted to measure changes in students' interest and engagement. The results indicated a substantial increase in students' learning interest, with 75% of students reporting a higher level of motivation and engagement in PAI lessons after the use of interactive media. Many students expressed that the videos and quizzes made the lessons more enjoyable and that they felt more confident in their understanding of the subject. While the majority of students responded positively, a few still expressed a preference for more hands-on activities and interactive group work. This feedback was taken into account for the second cycle, where more collaborative learning tasks were introduced. In the second cycle, based on the feedback from the first cycle, refinements were made to enhance the use of interactive media. One of the significant improvements was the incorporation of virtual reality (VR) tools. These VR experiences allowed students to "visit" important Islamic historical sites and sacred places, offering them an immersive learning experience that made the material more tangible and relevant. Group-based activities were also added, encouraging students to collaborate on tasks such as solving quizzes together or discussing video content. These adjustments aimed to further increase engagement and make the learning experience more interactive.

Observations during the second cycle revealed an even higher level of student engagement. The introduction of VR tools significantly impacted students' interest in the material, as many students found it exciting to virtually explore Islamic landmarks. The group activities also led to increased participation, as students worked together to complete tasks and discuss the content. The sense of collaboration created a positive learning environment, with students motivating one another to stay engaged and actively participate in the lessons. At the conclusion of the second cycle, another post-test was conducted to evaluate the cumulative impact of the interactive media. The average post-test score increased further to 80%, indicating continued improvement in students' understanding of the material. This showed that the interactive media tools, including VR and group activities, had a lasting effect on students' knowledge. The improvement in test scores was particularly notable in the understanding of zakat and the Five Pillars of Islam, with students demonstrating a higher level of proficiency in these areas.

The post-survey conducted at the end of the second cycle revealed an even greater increase in students' learning interest. Approximately 85% of students reported that their

interest in PAI lessons had grown, with many students expressing that the combination of interactive videos, VR experiences, and group work made learning more engaging and enjoyable. Students also mentioned that they now saw the subject as more relevant to their everyday lives and were more motivated to learn about Islamic teachings. Interviews with a selected group of students provided further insights into their experiences with interactive media. Students shared that they appreciated the variety of tools used and the opportunity to engage with the content in different ways. They particularly enjoyed the VR experience, which allowed them to explore Islamic history and culture in an immersive way. Several students stated that they felt more confident in their understanding of the material and were more motivated to study Islamic Religious Education. However, a small number of students mentioned that they faced technical difficulties when using some of the interactive tools, such as navigating the VR platform or accessing online quizzes. These challenges were addressed in Cycle 2 by providing additional support and guidance to ensure all students were comfortable using the tools.

Overall, the results of this study suggest that the use of interactive media in Islamic Religious Education significantly enhances students' interest and engagement in learning. The incorporation of various media tools, such as educational videos, online quizzes, interactive websites, and VR experiences, led to notable improvements in students' understanding of Islamic concepts. Students showed increased motivation, participation, and confidence in their knowledge. The use of collaborative activities further strengthened student engagement and created a positive and supportive learning environment. The improvement in both academic performance and learning interest demonstrated that interactive media can play a crucial role in making Islamic Religious Education more engaging and effective. Students not only demonstrated a better understanding of key concepts but also developed a more positive attitude toward the subject, which could lead to sustained interest in learning about Islam. This study highlights the potential of interactive media as a valuable tool in enhancing education and fostering deeper student engagement in religious studies.

DISCUSSION

This section of the study delves into the results and implications of using interactive media in enhancing students' interest and engagement in Islamic Religious Education (PAI) at SMP Negeri 2 Sipispis. It provides a detailed analysis of the findings, reflecting on the effectiveness of the media used, comparing them to previous research, and discussing challenges and opportunities for improving teaching strategies using technology. One of the central aims of this study was to investigate how the integration of interactive media into PAI lessons could influence students' interest in the subject. The findings from post-surveys in both cycles revealed a substantial increase in students' motivation and enthusiasm toward the subject. In the first cycle, 75% of students indicated greater interest in the lessons, and in the second cycle, this figure increased to 85%. This indicates that the interactive media used in the lessons succeeded in engaging students and making the subject matter more appealing. The results align with previous studies that have shown that interactive media can significantly boost student engagement by providing a more dynamic and personalized learning experience.

Before the intervention, traditional teaching methods were found to be less effective in capturing students' attention. In the pre-survey, a large majority of students expressed a lack of interest in the PAI subject, citing the monotonous nature of traditional lectures and textbooks. The results pointed to the need for more engaging and interactive approaches in the classroom to make the subject more enjoyable and relatable to students. The role of interactive media tools such as videos, online quizzes, and virtual reality (VR) was critical in increasing student engagement during lessons. Educational videos allowed students to better visualize and understand abstract Islamic concepts, which helped bridge the gap between theory and practical application. For example, the videos explaining zakat and the

Five Pillars of Islam provided students with visual representations that helped clarify complex ideas. The use of videos and multimedia is well-supported by existing research, which highlights their effectiveness in making abstract concepts more accessible and engaging for students.

Online quizzes served as an effective tool for assessing students' comprehension in real time. The quizzes provided immediate feedback, allowing students to identify areas for improvement while keeping them motivated through the element of competition. These quizzes encouraged active participation and fostered a sense of excitement, as students could track their progress and compare their results with peers. The quizzes also allowed the teacher to monitor student performance and adapt the lessons accordingly, ensuring that no student fell behind. The VR experiences introduced in the second cycle proved to be a particularly effective method for enhancing engagement. VR technology allowed students to experience Islamic history and sacred sites in an immersive environment. This hands-on approach helped students connect with the material in a meaningful way, making the learning experience more exciting and memorable. Studies have shown that immersive technologies such as VR can increase student engagement and help improve their understanding of complex topics by providing experiential learning opportunities that textbooks and traditional methods cannot offer.

The post-test results confirmed the positive impact of interactive media on students' academic performance. In the first cycle, students' average test scores increased from 55% in the pre-test to 72% in the post-test. In the second cycle, this figure rose further to 80%, indicating that the use of interactive media not only increased students' interest but also led to measurable improvements in their knowledge and understanding of key concepts in PAI, such as zakat and the Five Pillars of Islam. These improvements in student performance can be attributed to the diverse methods of engagement provided by the interactive media. By presenting content through multiple channels, such as videos, quizzes, and VR experiences, students were able to interact with the material in various ways, reinforcing their understanding and retention of the content. Previous research supports the idea that multimedia learning environments enhance knowledge retention by engaging students through different sensory channels and helping them to process information in a more comprehensive manner.

In addition to individual engagement, the introduction of group activities in the second cycle was another effective strategy for increasing student participation. Collaborative tasks such as solving quizzes in groups or discussing video content together allowed students to interact with their peers, fostering a sense of community in the classroom. These group activities not only promoted engagement but also helped to enhance students' social and communication skills as they worked together to understand the content. Research has shown that cooperative learning strategies, such as group work, can be highly effective in promoting active participation and critical thinking. Students are encouraged to share ideas, solve problems together, and develop a deeper understanding of the material. This was evident in the second cycle, where students demonstrated more active participation and greater understanding as a result of engaging in group discussions and collaborative activities. Teachers can use this approach to foster a more interactive and inclusive classroom environment, where students feel motivated to contribute and share their insights.

Despite the positive outcomes, there were several challenges in the implementation of interactive media. One of the main difficulties was the technical issues some students faced when using the media tools. For instance, a few students struggled with navigating the VR platform or accessing online quizzes, which occasionally led to frustration and disengagement. This indicates the importance of providing adequate training and support for students, particularly when new technologies are introduced in the classroom. Additionally, some students found it difficult to keep pace with the lessons, particularly during the first cycle. As the use of interactive media was a new approach, some students needed more time to familiarize themselves with the tools and the structure of the lessons.

Teachers should ensure that students have enough time to adapt to new learning technologies and be prepared to offer additional support to those who need it.

Feedback from students, gathered through interviews, offered valuable insights into their experiences with the interactive media. A majority of students expressed a strong preference for the interactive tools over traditional teaching methods. Many students found the use of educational videos and VR experiences particularly engaging, as they provided a more hands-on and immersive way of learning. Students reported that these tools helped them understand complex Islamic concepts in a more enjoyable and meaningful way. However, some students mentioned that they still valued certain aspects of traditional learning, such as written assignments and structured lectures. While they appreciated the interactive media, they felt that a balance between digital and traditional teaching methods would be ideal. This feedback suggests that a mixed approach, where both interactive media and traditional methods are used together, could be the most effective strategy for engaging all students.

The teacher's role in the success of this intervention was crucial. The teacher not only facilitated the use of interactive media but also guided students through the process, ensuring they understood how to use the tools effectively. The teacher's role as a facilitator was particularly important when introducing new technologies, as students required support to overcome technical difficulties and stay engaged. The teacher also played a key role in adjusting lesson plans based on real-time student feedback, ensuring that the lessons were adapted to meet the students' needs and learning styles. The success of interactive media in this study highlights the importance of the teacher's involvement in facilitating the use of technology. Teachers need to be adequately trained to integrate digital tools into their teaching practice effectively. Ongoing professional development programs can help teachers improve their technological skills and build confidence in using digital media in the classroom.

The findings of this study have important implications for future research and educational practice. The positive effects of interactive media on students' interest and performance suggest that these tools can play an essential role in transforming the learning experience. Future studies could explore the long-term impact of interactive media on student achievement and its effectiveness in other subjects or grade levels. Research could also examine how different types of interactive media tools—such as mobile apps, virtual classrooms, or game-based learning platforms—affect student engagement and performance. In terms of educational practice, the study demonstrates that a blended approach, combining traditional teaching methods with interactive media, is likely to be the most effective. This approach can provide students with a more diverse and dynamic learning experience, catering to different learning styles and preferences. Teachers should consider integrating multimedia tools into their lessons to create a more engaging and inclusive classroom environment.

Finally, providing teachers with the necessary training and support in using interactive media is crucial to the successful implementation of digital learning tools. Teachers need to feel confident in using technology and be equipped with the skills to guide students in their use of these tools. Professional development initiatives can help teachers stay up-to-date with emerging educational technologies and improve their ability to effectively integrate these tools into their teaching practice. The overall findings of this study suggest that the use of interactive media can have a profound impact on students' learning interest, engagement, and academic performance. By incorporating tools such as videos, quizzes, and VR experiences, teachers can create more engaging, interactive, and effective learning environments. The results underscore the potential of interactive media to enhance education and make learning more enjoyable, relevant, and meaningful for students.

CONCLUSION

The results of this study convincingly show that the use of interactive media in Islamic Religious Education (PAI) learning has a significant influence on increasing students' interest in learning at SMP Negeri 2 Sipispis. Strong findings from various data sources questionnaires, classroom observations, and teacher interviews reveal that students become more active, enthusiastic, and motivated in the learning process after the application of interactive media. This increase is reflected in the results of the t-test which shows a significant difference between learning interest before and after the use of interactive media, strengthening the conclusion that this media is really able to change the dynamics of the class to be more lively and participatory. From an academic perspective, this study proves that interactive media not only increases interest in learning, but also facilitates a deeper understanding of the material. Students find it easier to master abstract concepts through visualization, simulations, and collaborative learning activities. This approach is in line with modern learning theories that emphasize the importance of active student involvement in building their own understanding. By integrating technology into learning, teachers can enrich teaching strategies and create a learning environment that is relevant to the needs of digital-era students. Socially, the use of interactive media also strengthens communication and collaboration skills between students. Group activities, such as online quizzes and simulation-based discussions, encourage students to support each other and learn together. This not only enriches the academic aspect, but also builds a sense of togetherness and strengthens Islamic character values, such as mutual cooperation, mutual respect, and a sense of responsibility. Thus, this learning innovation contributes positively to forming students who are not only intellectually intelligent, but also have noble morals and are ready to play an active role in society. This research provides important implications for the world of education, especially in efforts to improve the quality of Islamic Religious Education learning. Teachers and schools are advised to continue to develop and integrate interactive media as an integral part of the learning process. In addition, further research can be conducted to examine the long-term impact of the use of interactive media on academic achievement and strengthening student character. By continuing to innovate, religious education in schools can become more relevant, inspiring, and able to answer the challenges of the times.

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. English Education: English Journal for Teaching and Learning, 5(1), 44–57.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 371–380.

Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. Psikohumaniora: Jurnal Penelitian Psikologi, 8(2), 227–240.

Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' HTS Teologiese Studies/Theological Studies, 79(1), 8164.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.