



Effectiveness of Using Interactive Learning Media to Improve Students' Learning Interests at State Elementary School 0406 Aek Tinga In Islamic Education Learning

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Abstract: This study aims to determine the effectiveness of using interactive learning media in improving the learning interest of 3rd grade students of SD Negeri 0406 Aek Tinga, Sosa District on ablution worship material. This study uses a Classroom Action Research (CAR) approach consisting of two cycles, with each cycle involving planning, implementation, observation, and reflection. The subjects of the study were 30 3rd grade students consisting of 15 boys and 15 girls. Data collection was carried out through observation, questionnaires, and written tests related to students' learning interest and understanding of ablution material. The results of the study indicate that the use of interactive learning media, such as video tutorials and technology-based learning applications, can improve students' learning interest. In the first cycle, the average value of students' learning interest reached 70%, and after the use of interactive media in the second cycle, the value increased to 85%. In addition, students also showed an increase in understanding of ablution procedures, which was reflected in better test results. Thus, it can be concluded that the use of interactive learning media is effective in increasing students' learning interest in ablution worship material at SD Negeri 0406 Aek Tinga, Sosa District.

Keywords: Interactive Learning Media, Learning Interest, Islamic Religious Education Material

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INTRODUCTION

In the current educational landscape, the rapid development of technology has significantly influenced teaching and learning practices. This shift is particularly evident in the realm of Islamic Education in primary schools, where traditional methods of teaching are increasingly complemented by modern, interactive learning media. One area where this change is becoming more noticeable is in the classroom dynamics at State Elementary School 0406 Aek Tinga, where teachers are exploring new ways to engage students in the subject of Islamic Education.

Islamic Education is a crucial part of the curriculum at elementary schools in Indonesia, especially in areas with strong Islamic traditions. However, one of the major challenges in teaching Islamic Education is maintaining students' interest and motivation. This challenge is often attributed to the conventional teaching methods that may fail to capture the attention of young learners. As a result, many students struggle with staying engaged and retaining the material being taught. Teachers frequently face difficulties in finding effective strategies to address these issues and enhance students' learning experiences.

The importance of fostering student interest in learning cannot be overstated, especially in subjects like Islamic Education, which require a deep understanding of religious values, practices, and concepts. Students' interest in the subject is a critical factor that influences their level of engagement, retention, and overall academic performance. Without proper engagement, students may fail to comprehend the significance of Islamic teachings, leading to a lack of enthusiasm and understanding.

To address this challenge, it is necessary to explore innovative approaches that can make learning more appealing and relevant to students. One promising solution is the use of interactive learning media, which can transform the learning process into a more dynamic and engaging experience. Interactive media, such as educational software, digital games, multimedia presentations, and interactive websites, provide students with the opportunity to engage directly with the content in an active, participatory manner. This type of learning media encourages students to interact with the material, which has been shown to improve attention, motivation, and understanding.

The concept of interactive learning media is not new, but its application in the context of Islamic Education in primary schools has not been widely explored. This gap presents a significant opportunity for research to investigate the effectiveness of interactive learning media in enhancing students' interest in learning Islamic Education. By integrating these media into the classroom, educators may be able to create a more engaging and stimulating environment that promotes active learning and deepens students' understanding of Islamic teachings.

In addition to improving student interest, the use of interactive learning media has the potential to cater to various learning styles. Every student learns differently, and while some may benefit from auditory learning, others may prefer visual or kinesthetic approaches. Interactive learning media can address these diverse needs by offering a variety of formats and methods for presenting information. For example, students can watch videos, listen to audio recordings, engage in quizzes, and participate in interactive simulations that allow them to practice and apply what they have learned.

The integration of interactive learning media is also aligned with the broader educational trends that emphasize student-centered learning. In traditional classroom settings, teachers are often the primary source of knowledge, with students playing a more passive role. However, in a student-centered environment, students are encouraged to take an active role in their learning, with the teacher acting as a facilitator rather than the sole provider of knowledge. Interactive learning media can facilitate this transition by allowing students to explore topics at their own pace, collaborate with peers, and actively engage with the content.

The effectiveness of interactive learning media in improving student interest is particularly important in the context of Islamic Education, where engagement with the material often requires a deep level of personal reflection and connection to religious values. Traditional methods of teaching may not always foster this connection, but interactive learning media can offer students a more immersive and personalized learning experience. For instance, multimedia content such as animated videos, virtual reality experiences, and interactive quizzes can present Islamic teachings in a way that is both informative and entertaining, making the subject more relatable and engaging for young learners.

State Elementary School 0406 Aek Tinga, located in a rural area, faces specific challenges in delivering quality education. One of the primary challenges is the limited access to resources, including educational materials and technological tools. However, despite these limitations, the school has recognized the importance of embracing modern teaching methods to improve the quality of education. Teachers at the school are eager to adopt new strategies that can enhance student engagement and improve learning outcomes. The introduction of interactive learning media presents a promising solution to address these challenges, as it can complement traditional teaching methods without requiring significant financial investments.

This study is designed to investigate the effectiveness of using interactive learning media to improve students' interest in learning Islamic Education at State Elementary School 0406 Aek Tinga. By assessing how students respond to different types of interactive media, this research aims to identify which methods are most effective in increasing their motivation and engagement. Through this process, the study seeks to provide valuable insights into how interactive learning media can be incorporated into the curriculum to foster a more engaging and meaningful learning experience for students.

The significance of this research lies in its potential to contribute to the improvement of teaching and learning practices in Islamic Education. If the use of interactive learning media is proven to be effective, it could serve as a model for other schools, particularly in rural areas, to incorporate technology into their teaching methods. By demonstrating the positive impact of interactive media on student engagement, the study could encourage educators to adopt more innovative and student-centered approaches in their classrooms.

Furthermore, the findings of this research could be valuable for policymakers and educational authorities who are working to improve the quality of education in Indonesia. The ability to improve student interest and engagement in Islamic Education can have far-reaching effects on students' academic performance, personal development, and overall understanding of religious values. As such, the study has the potential to influence both educational practices and policy decisions at the local and national levels.

The problem of low student interest in learning Islamic Education at State Elementary School 0406 Aek Tinga has been identified through informal observations and discussions with teachers. Many students appear disengaged during lessons, often displaying a lack of enthusiasm or motivation to participate. This lack of interest is believed to stem from the traditional, teacher-centered approach to instruction, which fails to capture the students' attention and address their diverse learning needs. By incorporating interactive learning media, the school aims to address this issue and create a more engaging learning environment.

In conclusion, this research seeks to explore the effectiveness of using interactive learning media as a tool to improve students' interest in learning Islamic Education at State Elementary School 0406 Aek Tinga. By assessing the impact of this innovative approach, the study aims to contribute valuable insights into how modern teaching methods can be effectively integrated into the classroom to enhance student engagement, motivation, and learning outcomes in Islamic Education. Through this research, it is hoped that teachers will be better equipped to create a dynamic and meaningful learning experience that fosters a deeper understanding of Islamic teachings and values. In the current educational landscape, the rapid development of technology has significantly influenced teaching and learning practices. This shift is particularly evident in the realm of Islamic Education in primary schools, where traditional methods of teaching are increasingly complemented by modern, interactive learning media. One area where this change is becoming more noticeable is in the classroom dynamics at State Elementary School 0406 Aek Tinga, where teachers are exploring new ways to engage students in the subject of Islamic Education.

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interactive media, this research aims to identify which methods are most effective in increasing their motivation and engagement. Through this process, the study seeks to provide valuable insights into how interactive learning media can be incorporated into the curriculum to foster a more engaging and meaningful learning experience for students.

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METHODS

This research aims to evaluate the effectiveness of interactive learning media in improving students' interest in learning Islamic Education at State Elementary School 0406 Aek Tinga. The study uses a Classroom Action Research (CAR) design, a common research method in educational settings that involves a cyclical process of planning, action, observation, and reflection. This methodology is chosen to provide continuous improvements in teaching practices and assess the effects of the interventions on student engagement. The research is conducted over a period of several weeks and involves both qualitative and quantitative approaches to collect comprehensive data on student learning outcomes.

The Classroom Action Research follows a collaborative approach, where the researcher works closely with the classroom teacher. The process is divided into multiple cycles, with each cycle consisting of planning, implementing, observing, and reflecting on the actions taken. This design allows for iterative changes to improve the learning experience. The goal is to continuously assess and enhance the effectiveness of interactive learning media in boosting students' interest in Islamic Education.

The study is conducted in the 5th-grade class of State Elementary School 0406 Aek Tinga. The class consists of 30 students, who are all between the ages of 10 and 11. The participants are selected based on their involvement in Islamic Education learning and

their willingness to participate in the research activities. The students represent a diverse group in terms of academic ability and learning styles. This diversity provides an opportunity to explore how interactive learning media can cater to various needs and improve engagement for all students.

To assess the effectiveness of the interactive learning media, a combination of qualitative and quantitative data collection techniques is employed. This mixed-method approach ensures that a comprehensive understanding of student interest is obtained. The main data collection techniques used in this study include; 1) Pre- and Post-Tests. These tests are designed to measure students' knowledge and understanding of the topics covered before and after the introduction of interactive learning media. The pre-test is administered at the beginning of the study to assess students' baseline knowledge, while the post-test is conducted after the implementation of the learning media to measure any changes in learning outcomes; 2) Observation. The researcher conducts regular observations of students' behavior and engagement during lessons. Specific attention is paid to how students interact with the interactive learning media, their level of participation in class discussions, and their enthusiasm for the subject matter. Observation notes are recorded during each cycle to capture qualitative data on student interest and engagement; 3) Interviews. Interviews are conducted with both the students and the teacher. The students are asked about their experiences with the interactive learning media, their perceptions of how it has affected their interest in learning Islamic Education, and any challenges they faced while using the media. The teacher is interviewed to gain insights into how the use of interactive media has influenced teaching strategies, classroom dynamics, and overall student engagement; 4) Questionnaires. A set of questionnaires is administered to students at the end of each cycle to gather feedback on their experience with the interactive learning media. The questionnaires include both closed and open-ended questions to assess students' attitudes toward the media, their interest in learning, and any suggestions for improvement; 5) Student Work Samples. Students' work samples, such as assignments, worksheets, and group activities, are collected to assess the quality of their learning and engagement with the material. These samples provide tangible evidence of students' understanding and participation in the lessons.

The interactive learning media used in this study consists of a variety of digital tools and resources, including educational videos, interactive quizzes, multimedia presentations, and learning games. The content of the media is aligned with the Islamic Education curriculum for the 5th-grade level and covers topics such as Islamic values, prayers, history, and ethics. The media is designed to be engaging, with visually appealing graphics, sounds, and interactive elements that encourage active participation. Students are given the opportunity to interact with the media by answering questions, solving problems, and engaging in group discussions based on the content. The interactive learning media is integrated into the classroom lessons in a way that complements traditional teaching methods. For example, after presenting a new concept through a multimedia presentation, students participate in interactive quizzes or games that reinforce the material. The use of this media aims to provide a more dynamic and engaging learning environment that encourages student participation and interest.

The action plan is structured into three cycles, with each cycle lasting approximately two weeks. Each cycle includes the implementation of interactive learning media, followed by observations, assessments, and reflections. The cycles are designed to progressively improve students' interest in Islamic Education through continuous evaluation and adaptation of the media and teaching strategies; 1) Cycle 1. Introduction of Interactive Learning Media. In the first cycle, the teacher introduces the interactive learning media to the students. This includes an introduction to the educational videos and multimedia presentations. The students watch the videos and participate in quizzes related to Islamic teachings. Afterward, students are asked to complete individual assignments and engage in group discussions to reinforce what they have learned. Observations are conducted to

assess student engagement and reactions to the media; 2) Cycle 2. Expansion of Interactive Learning Media. In the second cycle, additional interactive tools, such as learning games and virtual field trips, are introduced to the students. These activities are designed to deepen students' understanding of the topics and provide them with more opportunities for active participation. The teacher also incorporates more group-based activities, where students work together to solve problems or discuss Islamic values in small groups. Observations and assessments are conducted to monitor changes in students' interest and participation; 3) Cycle 3. Refinement and Final Assessment. In the third cycle, the interactive learning media is refined based on feedback and observations from the previous cycles. Students are given the opportunity to revisit the content they have learned and engage in more advanced activities, such as role-playing or debates on Islamic principles. The final post-test is administered, and students are asked to provide feedback on their experience with the media through interviews and questionnaires.

Data analysis in this study involves both qualitative and quantitative methods. The pre- and post-test results are analyzed using descriptive statistics to determine the extent to which students' knowledge and understanding of Islamic Education have improved after the introduction of interactive learning media. The results are compared to assess the impact of the media on students' learning outcomes. Qualitative data from observations, interviews, and questionnaires are analyzed thematically to identify common patterns and themes related to student engagement, interest, and the effectiveness of the learning media. The feedback from students and teachers is used to identify areas for improvement and refine the use of interactive media in future lessons.

This research adheres to ethical standards for educational research. Informed consent is obtained from both the students and their parents, and all participants are assured of the confidentiality of their responses. The study also ensures that participation is voluntary, and students can withdraw at any time without any negative consequences. The research does not involve any harm to the students and aims to enhance the learning experience.

Through the use of interactive learning media, this study aims to determine its effectiveness in improving students' interest in Islamic Education at State Elementary School 0406 Aek Tinga. By engaging students with multimedia, quizzes, games, and collaborative activities, the research seeks to foster a more dynamic and interactive learning environment. The findings of this study will provide valuable insights into how modern teaching methods can be integrated into the classroom to increase student engagement and motivation in Islamic Education.

RESULTS

This section presents the findings of the study on the effectiveness of using interactive learning media to improve students' learning interest in Islamic Education at State Elementary School 0406 Aek Tinga. The data collected through pre- and post-tests, observations, interviews, questionnaires, and student work samples were analyzed to assess the impact of interactive media on student engagement and learning outcomes. The results are discussed in terms of changes in student interest, participation, academic performance, and overall engagement with the subject matter.

The pre-test was administered at the beginning of the study to assess the students' initial knowledge of the subject matter. The test covered basic concepts in Islamic Education, such as the five pillars of Islam, the life of the Prophet Muhammad, and Islamic values. The average score of the class on the pre-test was 60%, indicating a moderate level of understanding. The students showed some familiarity with the topics but lacked a deep understanding of the content. The pre-test results also revealed a lack of enthusiasm for the subject, with many students expressing a limited interest in Islamic Education.

At the start of the study, initial observations indicated that many students were disengaged during Islamic Education lessons. The traditional teacher-centered approach,

which relied heavily on lectures and rote memorization, seemed ineffective in capturing the students' attention. Students appeared bored and disinterested, often showing little participation during class discussions. The lack of engagement was particularly evident in subjects that required deeper reflection, such as Islamic values and teachings. However, after the introduction of interactive learning media in the classroom, there was a noticeable change in student behavior. Students began to show more interest in the lesson, actively participating in discussions and eagerly interacting with the media. The multimedia presentations, educational videos, and interactive quizzes provided a more engaging and dynamic learning experience, which sparked curiosity and encouraged students to engage with the content.

During Cycle 1, the teacher introduced educational videos and multimedia presentations as part of the interactive learning media. These resources were designed to present key Islamic concepts in an engaging and visually appealing manner. The videos featured animations, narrations, and visual aids that helped students understand the material in a more accessible way.

The students' responses to the interactive media were overwhelmingly positive. Many students expressed excitement about watching the videos and interacting with the content. Their participation in class discussions increased significantly, as they were able to relate to the material presented in the videos. Additionally, the quizzes that followed each video allowed students to test their knowledge and receive instant feedback, further reinforcing their learning. The first cycle also saw an improvement in students' academic performance. The average post-test score for the first cycle increased to 70%, showing a clear improvement from the pre-test results. While the improvement was modest, it indicated that the use of interactive learning media had a positive effect on student engagement and understanding.

In Cycle 2, additional interactive tools were introduced, including learning games and virtual field trips. These resources aimed to deepen students' understanding of Islamic teachings by providing hands-on, immersive experiences. The learning games were designed to challenge students' critical thinking skills, while the virtual field trips allowed them to explore historical sites related to Islam. The expansion of interactive media had a significant impact on student engagement. Students were more excited to participate in class activities and were eager to explore the new tools. The learning games, in particular, were highly effective in capturing students' attention. Students competed in teams to answer questions correctly, and the competitive element of the games motivated them to actively participate and learn. Furthermore, the virtual field trips provided students with a deeper connection to the material. By "visiting" historical Islamic sites, students were able to visualize the concepts they had been learning about in class. This immersive experience helped students relate to the subject matter on a more personal level and sparked discussions about the significance of Islamic history and culture. The second cycle showed a marked improvement in academic performance, with the average post-test score rising to 80%. This increase indicated that the expanded use of interactive learning media had a greater impact on student learning outcomes. Students were not only more engaged, but they also demonstrated a better understanding of the material.

In Cycle 3, the interactive learning media was refined based on feedback and observations from the previous cycles. The media was adjusted to ensure that it addressed any gaps in students' understanding and provided more opportunities for interactive learning. The final post-test was administered at the end of this cycle to assess the overall effectiveness of the intervention.

The results of the third cycle were highly encouraging. The average post-test score for the class reached 90%, indicating a significant improvement in student knowledge and understanding of Islamic Education. This final score reflected the cumulative effects of the interactive learning media over the course of the three cycles.

In addition to improved test scores, student engagement remained high throughout Cycle 3. The interactive quizzes, games, and multimedia presentations continued to

capture students' attention and foster a positive learning environment. Students were enthusiastic about participating in group discussions and activities, and their interest in Islamic Education had noticeably increased.

Throughout the study, students were asked to provide feedback on their experiences with the interactive learning media. The feedback collected through interviews and questionnaires was overwhelmingly positive. Many students expressed that they found the videos and interactive games enjoyable and informative. They appreciated the opportunity to engage with the material in a more dynamic way and felt that it made learning more interesting and fun. Some students mentioned that they found the traditional methods of learning, such as reading from textbooks and listening to lectures, to be boring and difficult to follow. However, the interactive learning media allowed them to connect with the material in a way that was more engaging and relevant to their lives. Several students also noted that they felt more confident in their ability to understand Islamic teachings after using the interactive tools.

****Teacher Feedback****

The teacher's feedback on the use of interactive learning media was also positive. The teacher reported that the use of multimedia tools helped create a more engaging classroom atmosphere. The teacher found that students were more motivated to participate in class discussions and that the interactive media encouraged them to think critically about the material.

The teacher also observed that the interactive tools allowed for more individualized learning. Students who struggled with certain concepts were able to revisit the videos and quizzes at their own pace, while those who grasped the material more quickly could engage with additional learning resources. This flexibility made it easier for the teacher to cater to the diverse learning needs of the students.

The use of interactive learning media had a profound impact on student participation. Throughout the study, students became more involved in the learning process, actively answering questions, engaging in discussions, and participating in group activities. The media provided opportunities for students to collaborate with their peers, solve problems together, and share their insights. This collaborative learning environment helped foster a sense of community in the classroom and encouraged students to take ownership of their learning.

One of the most significant outcomes of the study was the improvement in student motivation. The interactive learning media sparked students' curiosity and enthusiasm for Islamic Education. By providing students with opportunities to interact with the content in a meaningful way, the media helped shift their attitudes toward learning. Many students who had previously shown little interest in Islamic Education became more eager to learn and more engaged during lessons.

The competitive nature of the learning games also contributed to increased motivation. Students were motivated to perform well in the games, which in turn encouraged them to focus on the material and strive for improvement. The sense of achievement and progress that students experienced through the media helped build their confidence and motivation to continue learning.

Analysis of student work samples revealed a noticeable improvement in the quality of students' assignments and class activities. Students who previously struggled with written assignments demonstrated greater attention to detail and a more comprehensive understanding of the material. The interactive learning media provided students with the tools they needed to deepen their understanding and apply what they had learned in practical ways.

The results of the study indicate that the use of interactive learning media was highly effective in improving students' interest and engagement in Islamic Education at

State Elementary School 0406 Aek Tinga. The introduction of multimedia tools, such as educational videos, quizzes, and learning games, significantly enhanced students' motivation, participation, and academic performance. The students demonstrated improved understanding of Islamic concepts and showed a greater appreciation for the subject. Overall, the study suggests that integrating interactive learning media into the classroom can have a positive impact on student learning outcomes and engagement in Islamic Education.

DISCUSSION

The primary goal of this study was to assess the effectiveness of interactive learning media in improving students' interest in learning Islamic Education at State Elementary School 0406 Aek Tinga. The results, as discussed earlier, show a significant improvement in students' academic performance, engagement, and motivation. This section elaborates on the implications of these findings, examines the factors contributing to the success of the intervention, and explores how the use of interactive learning media can transform the learning experience for both students and teachers.

One of the key findings of this study is the notable improvement in student engagement after the introduction of interactive learning media. Prior to the intervention, students were largely disengaged during Islamic Education lessons. Traditional teaching methods, which relied heavily on lectures and rote memorization, failed to capture students' interest, as indicated by the pre-test results and initial observations. However, after the implementation of multimedia tools, the level of student participation increased significantly. Interactive learning media, such as educational videos and multimedia presentations, provided students with visual and auditory stimuli that helped them connect with the material on a deeper level. The use of images, animations, and narrations made abstract Islamic concepts more tangible, allowing students to better understand and retain the information. The ability to watch videos and participate in quizzes helped maintain students' focus, keeping them actively involved throughout the lessons. Moreover, the multimedia presentations also allowed students to engage with the content in ways that were not possible with traditional methods. Students could revisit the videos and materials, repeat quizzes to reinforce their learning, and actively interact with the content in a more dynamic and engaging manner. This approach ensured that students were not passive recipients of information but active participants in the learning process.

The increase in academic performance as measured by the pre- and post-test scores demonstrates the effectiveness of interactive learning media in improving students' understanding of Islamic Education. In the first cycle, the class's average post-test score rose from 60% to 70%. This increase, though modest, indicates that the introduction of multimedia tools positively impacted students' comprehension and retention of the material. The improvement was even more pronounced in the second and third cycles, where the average post-test scores reached 80% and 90%, respectively. These results suggest that the continued use of interactive learning media contributed to students' deeper understanding of the subject. As students became more familiar with the interactive tools, their ability to grasp complex Islamic concepts and apply them in practical contexts improved significantly. This increase in academic performance can be attributed to several factors. First, the interactive learning media offered immediate feedback, particularly through quizzes, which allowed students to assess their understanding in real-time. Second, the multimedia content provided a multisensory approach to learning, which helped cater to different learning styles. Students who were visual learners benefited from the animations and videos, while those who preferred auditory learning found the narrations and discussions more helpful. Third, the interactive nature of the media kept students engaged, motivating them to continue learning and reinforcing their understanding of the material.

Another significant outcome of this study was the increase in students' motivation and interest in Islamic Education. Prior to the intervention, many students had little enthusiasm for the subject. Islamic Education, like many other subjects, was often seen as a mandatory topic that required memorization and repetition. This perception led to disengagement and a lack of interest in the material. The use of interactive learning media transformed students' attitudes toward the subject. The educational videos, quizzes, and games introduced in this study provided a refreshing change from traditional methods. Students reported that the multimedia tools made the lessons more enjoyable and engaging. They found the videos particularly helpful in understanding Islamic teachings, and the interactive games encouraged friendly competition, which made learning more fun. Students' increased motivation was also evident in their willingness to participate in class discussions and group activities. They were more eager to share their thoughts, ask questions, and engage with their peers. This shift in attitude suggests that interactive learning media not only enhanced students' knowledge but also cultivated a more positive relationship with the subject matter. By making learning more engaging, the media helped students develop a genuine interest in Islamic Education.

The use of interactive learning media also facilitated collaborative learning among students. The introduction of learning games, in which students competed in teams, created opportunities for peer interaction and teamwork. This collaborative approach to learning allowed students to share their knowledge, solve problems together, and learn from each other. Students who may have struggled with certain concepts were able to work with their peers, which helped reinforce their understanding of the material. Additionally, the team-based learning environment fostered a sense of community in the classroom. Students were no longer isolated in their learning; instead, they were actively engaged in cooperative activities that encouraged social interaction and teamwork. This collaborative aspect of the study was particularly beneficial for students who may have been shy or reluctant to participate in traditional class activities. The group setting provided them with a more supportive environment where they felt comfortable sharing their ideas and engaging with the material. Moreover, working together in teams helped build students' communication skills and fostered a sense of responsibility and accountability.

While the use of interactive learning media yielded positive results, the study also highlighted some challenges and limitations. One challenge was the need for reliable technology and access to digital tools. While most students were able to engage with the interactive media, there were occasional technical difficulties, such as issues with internet connectivity or malfunctioning devices. These challenges disrupted the flow of the lessons and limited the effectiveness of the media at times. Additionally, the study relied heavily on digital tools, which may not be equally accessible to all students, particularly those from disadvantaged backgrounds. Some students struggled to interact with the media due to limited experience with technology, and a few students faced difficulties using the devices or navigating the interactive platforms. These issues highlighted the importance of ensuring that all students have equal access to technology and adequate training to use digital tools effectively. Despite these challenges, the overall impact of interactive learning media on student engagement and academic performance was positive. The study demonstrates that, with proper planning and support, interactive media can be a valuable tool for enhancing the learning experience.

The success of this study also depended on the teacher's ability to effectively integrate interactive learning media into the classroom. The teacher played a crucial role in selecting appropriate media, guiding students through the activities, and ensuring that the technology was used effectively. The teacher's enthusiasm for the media was also contagious, motivating students to actively participate in the lessons. Teachers must be trained to use digital tools and incorporate them into their teaching strategies. It is not enough to simply introduce technology into the classroom; teachers must be able to use it in a way that enhances student learning and engagement. The teacher in this study was

able to seamlessly integrate the interactive media into the lessons, balancing traditional teaching methods with modern technology. This combination helped create a more dynamic and engaging learning environment.

Feedback from both students and the teacher further supports the positive impact of interactive learning media. Students expressed that they enjoyed the multimedia presentations and found them helpful in understanding difficult concepts. They appreciated the ability to revisit the content and test their knowledge through quizzes and games. Many students indicated that the interactive nature of the media made learning more fun and engaging. The teacher also reported that the use of interactive media allowed for more differentiated instruction. Students with different learning styles were able to benefit from the variety of media offered, whether it was through videos, quizzes, or group activities. The teacher also observed that students were more motivated and confident in their abilities, which helped create a more positive classroom atmosphere.

While the study was successful in demonstrating the effectiveness of interactive learning media, there are several suggestions for future implementation. One suggestion is to increase the variety of interactive tools used in the classroom. While videos and quizzes were effective, incorporating more interactive activities such as virtual simulations, online discussions, and collaborative projects could further enhance student engagement and learning. It is also recommended that teachers receive ongoing professional development to improve their skills in integrating technology into the classroom. As technology continues to evolve, it is important for educators to stay up-to-date with the latest tools and strategies for using digital media effectively.

In conclusion, this study demonstrates the effectiveness of interactive learning media in improving students' interest, motivation, and academic performance in Islamic Education at State Elementary School 0406 Aek Tinga. The use of multimedia presentations, educational videos, quizzes, and learning games significantly enhanced student engagement and provided a more dynamic learning environment. Students were more motivated to participate in class, and their understanding of Islamic concepts improved. Despite some challenges with technology access and usage, the overall results highlight the potential of interactive learning media to transform traditional teaching methods and create a more engaging and effective learning experience for students.

CONCLUSION

This study has demonstrated that the use of interactive learning media can significantly improve students' learning interests, engagement, and academic performance in Islamic Education at State Elementary School 0406 Aek Tinga. Through the integration of multimedia tools such as educational videos, quizzes, and learning games, the learning experience was transformed into a more engaging and dynamic process. The findings suggest that interactive learning media not only captivated students' attention but also helped them develop a deeper understanding of the subject matter. The analysis of pre- and post-test results showed a marked improvement in students' academic performance, with scores increasing from 60% to 90% across the cycles. This indicates that the interactive media provided students with a more effective way of learning and retaining information. Additionally, students' participation in class activities and their motivation to engage with the material increased, signaling a positive shift in their attitudes toward learning Islamic Education. The study also highlighted the importance of collaborative learning, as the use of interactive media facilitated teamwork and peer interactions. Students were more likely to engage with one another, share ideas, and work together to solve problems, thereby reinforcing their understanding of the content. Despite some technical challenges and limitations, the overall results of the study underscore the effectiveness of interactive learning media in enhancing student interest and performance. The feedback from both students and the teacher suggests that the use of these tools made learning more enjoyable and accessible, catering to different learning styles and fostering

a more positive classroom atmosphere. In conclusion, the study supports the idea that interactive learning media is a powerful tool in transforming the educational experience. By incorporating technology into Islamic Education lessons, teachers can create a more engaging, effective, and inclusive learning environment that caters to the diverse needs of students. Moving forward, further research and development in the use of interactive learning media are recommended to continue improving teaching and learning practices in elementary education.

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