



Increasing Students' Interest and Motivation to Learn in Islamic Religious Education Learning through the Use of Interactive Videos at MA Al-Hidayah Makassar

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Abstract: Islamic Religious Education (PAI) learning has an important role in shaping the character and morals of students. However, the lack of interest and motivation in learning students often becomes an obstacle in achieving optimal learning goals. This study aims to analyze the effectiveness of using interactive videos in increasing students' interest and motivation in learning PAI subjects at MA Al-Hidayah Makassar. The research method used is classroom action research (CAR) with a qualitative and quantitative approach. Data were collected through observation, interviews, and questionnaires given to students and analyzed using descriptive techniques. The results of the study showed that the use of interactive videos was able to significantly increase students' interest and motivation in learning. This is indicated by increased student activity in the learning process, higher enthusiasm in following the material, and increased understanding of the religious concepts taught. Interactive videos provide a more interesting and enjoyable learning experience than conventional methods such as lectures and discussions. In addition, the use of this media also allows students to learn independently and repeat the material according to their needs. Thus, the use of interactive videos can be an innovative solution in PAI learning to increase student engagement and learning effectiveness. Therefore, it is recommended for educators to integrate technology in the learning process in order to create a more interesting learning environment and support the achievement of student competencies to the maximum.

Keywords: Learning interest, learning motivation, interactive video, Islamic education.

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INTRODUCTION

Islamic Religious Education (PAI) is one of the subjects that plays an important role in shaping the character, morals, and spirituality of students. Through PAI, students not only gain religious knowledge, but are also directed to practice Islamic values in everyday life. However, in practice, there are still many obstacles in PAI learning, especially those related to students' interests and motivation to learn. Many students are less enthusiastic in taking PAI lessons because the learning methods are less varied and less interesting.

Along with the development of technology, the use of digital-based learning media is one solution to increase the effectiveness of learning. One of the media that can be used is interactive video. Interactive video is a learning media that combines audiovisual elements with interactive features that allow students to actively participate in the learning process. The use of interactive videos is expected to increase students' interest and motivation in learning, so that they can better understand and appreciate the material presented.

MA Al-Hidayah Makassar is one of the madrasahs that faces challenges in increasing students' interest and motivation to learn in PAI subjects. Therefore, this study was conducted to examine how the use of interactive videos can have a positive impact on Islamic Religious Education learning in this madrasah.

This study aims to analyze the level of students' interest and motivation in Islamic Religious Education learning before the use of interactive videos. identify the effect of the use of interactive videos on increasing students' interest and motivation in Islamic Religious Education learning at MA Al-Hidayah Makassar. Determine the factors that support and inhibit the effectiveness of the use of interactive videos in Islamic Religious Education learning.

In learning, interest and motivation play an important role in determining students' success in understanding the material being taught. Interest in learning is a student's interest in a subject, while motivation to learn is the drive that keeps students enthusiastic about learning. When students' interest and motivation to learn are high, they will find it easier to understand and internalize the learning material.

Monotonous and less interesting learning methods are often the cause of low student interest and motivation in learning. Therefore, innovation is needed in learning methods, one of which is by using digital technology such as interactive videos. Interactive videos have several advantages over conventional methods, including being able to attract students' attention, presenting material more clearly and systematically, and providing a more enjoyable learning experience.

In the context of Islamic Religious Education learning at MA Al-Hidayah Makassar, the use of interactive videos is expected to help improve the quality of learning by creating a more dynamic and interesting learning atmosphere. Thus, this study will examine the extent to which interactive videos are effective in increasing students' interest and motivation to learn and identify factors that support and inhibit their use.

METHODS

Type and Research Approach

This study uses a classroom action research (CAR) method with a qualitative and quantitative approach. CAR was chosen because this study focuses on improving and enhancing classroom learning practices, especially in increasing students' interest and motivation to learn through the use of interactive videos in Islamic Religious Education (PAI) subjects. A qualitative approach is used to explore the experiences and perceptions of teachers and students regarding the use of interactive videos, while a quantitative approach is used to measure changes in students' interest and motivation to learn before and after the intervention.

Location and Time of Research

This research was conducted at MA Al-Hidayah Makassar in the odd semester of the 2024/2025 academic year. This madrasah was chosen because it faces challenges in increasing students' interest and motivation to learn in PAI learning. This research was conducted for three months, including the planning stage, implementation of actions, observation, data analysis, and reflection of research results.

Subjects and Objects of Research

The subjects of this study were grade XI students of MA Al-Hidayah Makassar, who were selected purposively based on the results of consultations with PAI subject teachers. The object of this research is the influence of the use of interactive videos on students' interest and motivation in Islamic Religious Education learning.

Research Design

This research uses a classroom action research (CAR) design with the Kemmis and McTaggart model consisting of four main stages in each cycle, namely:

- Planning: Preparation of interactive video-based learning plans, preparation of teaching materials, and preparation of teaching tools and materials.
- Implementation of Action: Application of interactive videos in Islamic Religious Education learning in the specified class.
- Observation: Observation of student responses, activeness in learning, and level of understanding of the material.
- Reflection: Evaluation of the results of the actions that have been taken to determine the next steps.

This cycle can be carried out more than once if the expected results have not been achieved in the first cycle.

Population and Sample

The population in this study were all grade XI students at MA Al-Hidayah Makassar. The research sample consisted of two classes selected purposively: one class as an experimental group that used interactive videos in Islamic Religious Education learning, and one class as a control group that used conventional methods.

Data Collection Techniques

Data in this study were collected through the following techniques:

- Observation: Used to observe the learning process, student participation, and the effectiveness of the use of interactive videos.
- Interviews: Conducted with teachers and students to explore their experiences and perceptions of the use of interactive videos.
- Questionnaire: Used to measure the level of student interest and motivation to learn before and after the use of interactive videos.
- Pretest and Posttest: Used to determine changes in student understanding of Islamic Religious Education material before and after learning with interactive videos.

Research Instruments

The instruments used in this study include:

- Observation Sheet: Contains indicators of student activity and response during learning.
- Interview Guidelines: Contains a list of open-ended questions used to explore deeper information about student and teacher experiences in using interactive videos.
- Interest and Motivation Questionnaire: Contains a Likert scale to measure the level of student interest and motivation to learn before and after the intervention.
- Pretest and Posttest: Contains questions relevant to Islamic Religious Education material to measure the improvement of students' understanding.

Data Analysis Techniques

Data analysis in this study was carried out using qualitative and quantitative approaches:

- Qualitative Analysis: Data from observations and interviews were analyzed using the Miles and Huberman model, which includes the stages of data reduction, data presentation, and drawing conclusions.

- Quantitative Analysis: Data from questionnaires and pretest-posttest tests were analyzed using descriptive and inferential statistics to see significant changes in students' interest and motivation to learn.

Validity and Reliability of the Instrument

To ensure the validity and reliability of the research instrument, the following steps were taken:

- Validity: The instrument was tested for validity using expert judgment and empirical validity using Product Moment correlation.
- Reliability: The questionnaire was tested for reliability using the Cronbach Alpha test to ensure measurement consistency.

Research Procedure

This research procedure consists of several stages:

- Preparation Stage: Identification of problems and determination of research objectives. Preparation of action plans and development of interactive videos. Initial testing of research instruments.
- Implementation Stage: Implementation of interactive videos in Islamic Religious Education learning in accordance with the research design. Data collection through observation, interviews, questionnaires, and pretest-posttest tests.
- Data Analysis Stage: Processing and analyzing qualitative and quantitative data. Interpretation of results and discussion of research findings.
- Reflection Stage: Evaluation of research results to determine steps for improvement or repeating the cycle if necessary.

Research Ethics

This research pays attention to aspects of research ethics by:

- Requesting official permission from the school and teachers before conducting research.
- Communicating the purpose of the research to students and asking for their approval.
- Maintaining the confidentiality of the identities of students and teachers who are the subjects of the research.
- Using data only for academic and research purposes.

With this comprehensive methodology, this study is expected to provide valid and reliable results related to the effectiveness of using interactive videos in increasing students' interest and motivation in Islamic Religious Education learning at MA Al-Hidayah Makassar.

RESULTS

Research Overview

This research was conducted at MA Al-Hidayah Makassar in the odd semester of the 2024/2025 academic year with the aim of increasing students' interest and motivation in learning Islamic Religious Education (PAI) through the use of interactive videos. The subjects of the study consisted of grade XI students who were divided into two groups, namely the experimental group using interactive videos and the control group using conventional methods. Data were collected through observation, interviews, questionnaires, and pretests and posttests.

Observation Results

The results of the observations showed that there was a significant difference in student engagement during the learning process between the experimental class and the control class. The following are the main findings:

Experimental Class:

Students seemed more enthusiastic in participating in learning.

Student participation in discussions increased compared to conventional methods.

Students were more active in asking questions and providing responses to material presented through interactive videos.

Understanding the material is faster because the visualization of concepts in the video helps students remember the material.

Control Class:

Students tend to be passive and less motivated in participating in learning.

Participation in discussions is limited, and most students only listen without giving an active response.

Learning is still dominated by the lecture method and the use of textbooks as the main source.

Interview Results

Interviews were conducted with teachers and students to obtain their views on the use of interactive videos in Islamic Religious Education learning. The following is a summary of the interview results:

Teacher Opinion:

Teachers feel that the use of interactive videos helps in explaining abstract concepts in Islamic Religious Education. Interactive videos can increase student engagement and make learning more enjoyable. Teachers stated that students find it easier to understand the material because of the visualizations and animations in the videos.

Student Opinion:

Students like the use of interactive videos because they are more interesting than the lecture method. They find it easier to understand the material and are more motivated to learn. Some students stated that they are more interested in repeating the material at home by searching for similar videos on the internet.

Results of the Interest and Motivation Questionnaire

The questionnaire data was analyzed to see changes in students' interest and motivation before and after the use of interactive video. The following are the results of the questionnaire analysis:

Before Using Interactive Video:

Most students showed low interest in learning, indicated by an average score of 60 (on a scale of 100). Learning motivation also tended to be low, with an average score of 58.

After Using Interactive Video:

Students' interest in learning increased significantly with an average score of 85. Learning motivation increased with an average score of 88. Students felt more enthusiastic about learning and were more often involved in class discussions.

Pretest and Posttest Results

The pretest and posttest were used to measure the increase in students' understanding of Islamic Religious Education material. The following are the results of the comparison between the experimental and control groups:

Experimental Group:

- Average pretest score: 65
- Average posttest score: 88
- Score increase: 23 points

Control Group:

- Average pretest score: 64
- Average posttest score: 75
- Score increase: 11 points

These results indicate that the use of interactive videos significantly improves students' understanding compared to conventional methods.

Statistical Analysis

A t-test was conducted to see the significance of the differences between the experimental and control groups. The results of the statistical test showed that the p value <0.05 , which means that there is a significant difference between the group that uses interactive videos and the group that does not.

Based on the results of the study, it can be concluded that the use of interactive videos in Islamic Religious Education learning has a positive impact on students' interest, motivation, and understanding. Here are some key findings:

Increased Interest and Motivation to Learn:

- Visualization in interactive videos helps students understand difficult concepts.
- Learning becomes more interesting so that students are more involved in the learning process.

Increased Understanding of Material:

- Interactive videos allow students to see real examples of the concepts being taught.
- Students find it easier to remember the material because of the combination of audio and visuals.

Effectiveness in Learning:

This method can be applied in various subjects to improve student learning outcomes. Teachers can use videos as a tool that complements existing learning methods.

DISCUSSION

The results of the study indicate that the use of interactive videos in Islamic Religious Education learning has a positive impact on students' interest, motivation, and understanding. Interactive video-based learning allows students to be actively involved in understanding the material in a more interesting and enjoyable way. In this study, it was found that students who learned with the interactive video method were more enthusiastic in participating in learning compared to students who learned with conventional methods. This is in line with previous studies showing that the use of

audiovisual media in learning can increase student engagement and understanding. Interactive videos provide a combination of visual and audio elements that help students understand abstract concepts more easily.

In addition, the increase in pretest and posttest scores in the experimental group showed that this method was effective in improving student learning outcomes. Students who learned with interactive videos were able to remember and understand the material better than those who learned through the lecture method. This factor is supported by cognitive theory which states that learning that involves many senses is more effective in improving students' understanding and memory.

Student learning motivation also increased significantly after the use of interactive videos. This can be explained by the theory of motivation which states that an interesting and interactive learning environment can increase students' interest in learning. Students who are interested in the material presented tend to be more motivated to participate in the learning process.

Although this study shows positive results, there are several challenges in implementing interactive videos in learning. One of the main challenges is the availability of technological infrastructure in schools, such as access to adequate devices and internet networks. Teachers also need to receive sufficient training in the use of digital learning media in order to optimize the implementation of interactive videos in the classroom.

The implication of this study is that interactive videos can be used as an innovative learning strategy to improve the quality of Islamic Religious Education learning. Teachers are advised to develop more interactive and interesting learning materials, and to utilize digital technology as a teaching aid. In addition, schools are expected to support the use of technology in learning by providing adequate facilities for teachers and students. Thus, this study provides new insights into the effectiveness of using interactive videos in Islamic Religious Education learning. It is hoped that this method can continue to be developed and integrated into the learning curriculum to improve overall student learning outcomes.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of interactive videos in Islamic Religious Education learning at MA Al-Hidayah Makassar significantly increases students' interest, motivation, and understanding. Students who learn using interactive videos show higher involvement in the learning process and have better learning outcomes compared to students who use conventional methods.

In addition, the use of interactive videos provides a more enjoyable learning experience and reduces student boredom in understanding Islamic Religious Education material. With attractive visual and animation presentations, students find it easier to understand the concepts being taught. The significant increase in learning outcomes shows that this method not only increases student motivation but is also effective in improving their understanding of the teaching material. Therefore, interactive videos can be one of the innovative solutions in increasing the effectiveness of learning in schools.

It is important for teachers and schools to continue to develop more interactive and interesting learning methods in order to improve the quality of education. The integration of technology in learning must be supported by adequate facilities and infrastructure so that the implementation of this method can run optimally. As a follow-up step, further research can be conducted to explore the effectiveness of interactive videos in other subjects and develop more comprehensive learning models with other digital technologies. Thus, it is hoped that the use of interactive videos can continue to develop and provide broader benefits in the world of education.

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