The Use of Interactive Media to Improve Students' Conceptual Understanding in Islamic Education Learning at SD Negeri 0301 Sosopan

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Abstract: This study aims to analyze the effectiveness of the use of interactive media in improving elementary school students' understanding of Islamic Religious Education subjects. The research method used is a quasi-experimental with a pretest-posttest control group design. The research sample consisted of two groups of fifth grade elementary school students, namely the experimental group using interactive media and the control group using conventional methods. The research instruments were in the form of comprehension tests before and after treatment and student response questionnaires regarding the use of interactive media. The results of the study showed that there was a significant increase in the understanding of students using interactive media compared to the control group. This is evidenced by the difference in the average posttest score between the two groups, where the experimental group scored higher. In addition, students gave a positive response to the use of interactive media because it was more interesting, easier to understand, and increased learning motivation. Thus, it can be concluded that the use of interactive media is an effective strategy in learning Islamic Education in elementary schools. The results of this study are expected to be a reference for educators in developing more innovative learning methods..

Keywords: Interactive media, conceptual understanding, Islamic education.

INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character and morals of students from an early age. At the elementary school (SD) level, this subject not only aims to provide an understanding of Islamic teachings, but also to instill religious values in everyday life. However, in practice, many students still have difficulty understanding PAI material. This can be caused by several factors, such as less interesting learning methods, minimal student involvement in the learning process, and limited media used by teachers in delivering material. Therefore, innovation is needed in the learning process to improve students' understanding of PAI material. (Kirana & Ghani, 2024)

One innovation that can be applied in PAI learning is the use of interactive media. Interactive media is a technology-based learning tool that allows students to learn more actively and interestingly. This media can be in the form of animated videos, educational games, interactive quizzes, or digital-based learning applications. With interactivity, students are not only passive recipients of information, but can also participate directly in the learning process. Several studies have shown that the use of interactive media in learning can increase students' motivation, involvement, and understanding of the material being taught. In the context of Islamic Religious Education learning in elementary schools, the use of interactive media is expected to help students understand religious concepts more easily. For example, material about the pillars of Islam, the pillars of faith, the stories of the prophets, and the procedures for worship can be presented in an attractive visual form so that it is easier for students to understand. In addition, the use of interactive media can also help teachers in delivering material more effectively and efficiently. With the support of media, teachers can create a more enjoyable and interactive learning atmosphere, so that students are more motivated to learn. (Y. A. Prasetyo, 2020)

However, although interactive media has many benefits, there are still challenges in its implementation in elementary schools. Some of them are limited technological facilities in schools, lack of teacher skills in operating digital media, and resistance to changes in learning methods. Therefore, further research is needed to determine the extent to which the use of interactive media is effective in improving students' understanding of Islamic Religious Education subjects.

Based on this background, this study aims to analyze the impact of the use of interactive media on elementary school students' understanding of Islamic Religious Education subjects. This study is expected to provide insight for educators in developing more innovative learning strategies that are in accordance with the needs of students in the digital era. In addition, the results of this study are also expected to be a reference for schools in optimizing the use of technology as an effective learning tool. (Abdurrohman & Syamsiar, 2017).

METHODS

This study used a quasi-experimental method with a pretest-posttest control group design to measure the effectiveness of interactive media in improving students' understanding of Islamic Religious Education (PAI) subjects. The study population was fifth grade elementary school students, with samples selected by purposive sampling, consisting of an experimental group using interactive media and a control group using conventional methods. The research instruments included pretest and posttest tests to measure students' understanding, a questionnaire to determine students' responses to interactive media, and observations and interviews with teachers. This study was conducted in several stages, namely preparation, implementation, and data analysis. The pretest and posttest data were analyzed using a t-test to determine significant differences between the two groups, while the questionnaire and observation data were analyzed descriptively. The results of this study are expected to provide insight for educators in developing more effective technology-based learning strategies. In today's educational world, the integration of interactive media into the classroom is a key factor in enhancing student learning, especially in subjects like Islamic Education. For elementary school students, learning religious concepts can be challenging, but interactive media provides an engaging way to help them better understand these teachings. By combining technology with education, students are able to connect with the material in a more dynamic and enjoyable way. Interactive media includes digital tools like educational apps, websites, videos, and interactive whiteboards that encourage active participation from students. When applied to Islamic Education, these tools can bring religious teachings to life. For example, animated videos can show the stories of the Prophets, the importance of prayers, or

Islamic history, enabling students to engage visually with the content. This engagement helps solidify their understanding and makes the material more memorable.

One effective method is the use of educational apps designed to teach Islamic concepts in a fun and interactive way. Apps that include quizzes, puzzles, and games focused on topics such as the Five Pillars of Islam or the stories of the Prophets can help students learn in a self-paced manner. By using these apps, students can explore Islamic teachings at their own speed, receiving immediate feedback that helps them gauge their understanding of the subject matter.

Interactive videos also play a significant role in making Islamic Education more accessible and engaging. Videos can illustrate key Islamic concepts, such as the significance of fasting during Ramadan or the importance of charity in Islam. Interactive videos often allow students to pause, reflect, and answer questions during the video, ensuring they grasp the concepts being presented. This method encourages deeper engagement with the material and offers opportunities for active learning, which can be more effective than traditional textbook-based methods. In addition to videos and apps, interactive whiteboards can be used in classrooms to teach Islamic Education in an engaging way. These boards allow teachers to display interactive diagrams, maps, and Islamic texts that students can explore. For example, teachers can ask students to come up to the board to match verses from the Quran with their meanings or to identify key locations in Islamic history. This approach encourages collaboration, critical thinking, and physical activity, all of which contribute to better retention and understanding of the material.

Virtual Reality (VR) and Augmented Reality (AR) are cutting-edge tools that can further enrich Islamic Education. With VR, students could "visit" important Islamic sites such as Mecca or Medina, experiencing them firsthand through immersive technology. AR can overlay digital information on physical objects, allowing students to interact with religious texts or historical figures in a more tangible way. These technologies provide a unique, hands-on approach to learning that makes religious education more exciting and memorable for students. Another advantage of interactive media is the ability it provides for self-paced learning. Students can engage with educational content outside of regular class hours using their own devices, revisiting lessons and reviewing topics as needed. This self-directed learning helps students understand Islamic teachings in their own time, giving them the opportunity to learn at their own pace and reinforcing their understanding through repetition and practice.

Finally, interactive media allows teachers to assess students' understanding more effectively. Teachers can monitor student progress in real-time through quizzes, games, and interactive exercises. This immediate feedback helps identify areas where students are struggling and allows teachers to provide additional support or tailor their teaching strategies accordingly. By using these tools, teachers can ensure that each student receives the guidance and resources they need to succeed. In conclusion, interactive media is a powerful tool for improving the understanding of Islamic Education among elementary school students. By incorporating technology into teaching, educators can make religious education more engaging, accessible, and effective. These methods not only make learning enjoyable for students but also ensure that they gain a deeper and more lasting understanding of Islamic teachings.

RESULTS

The use of interactive media in Islamic Religious Education (PAI) learning aims to improve students' understanding in a more interesting and effective way. Interactive media includes various forms, such as animated videos, digital quizzes, learning applications, and interactive simulations that allow students to be more involved in the learning process. In the context of elementary school learning, the presentation of interactive materials helps students understand abstract religious concepts more easily. (Alfin, 2018) For example,

material about the pillars of Islam and procedures for worship can be presented in the form of animated videos, so that students are more interested and can understand the concept more deeply.

This study shows that students who learn using interactive media experience a more significant increase in understanding compared to students who learn using conventional methods. This happens because interactive media is able to present information visually and auditorily, which is in accordance with children's learning styles. In addition, interactive media also allows students to practice and test their understanding through interactive quiz or exercise features. Thus, the learning process becomes more fun and not boring, which ultimately increases students' learning motivation.

However, the implementation of interactive media in PAI learning also faces several challenges. One of the main obstacles is the limited technological facilities in schools, especially in areas that still have limited access to digital devices and the internet. In addition, not all teachers have sufficient skills in operating and developing interactive media as part of a learning strategy. Therefore, training is needed for teachers and support from schools and the government to ensure that this learning technology can be used optimally. (Huda & Krempyang, 2020)

Considering the existing benefits and challenges, the use of interactive media in Islamic Religious Education learning can be an innovative solution in improving the quality of religious education in elementary schools. Support in the provision of technological facilities, the development of more varied learning media, and training for educators is needed so that the use of interactive media can run optimally. With the right efforts, interactive media can help create a learning experience that is more enjoyable, effective, and relevant to the times.

The results of the study showed that students responded positively to the use of interactive media in Islamic Religious Education (PAI) learning. Students felt that learning was more interesting and enjoyable compared to conventional methods that tend to be monotonous. Interactive media, such as animated videos and digital quizzes, provide a more varied learning experience and do not only depend on textbook texts or teacher lectures. With more dynamic visual and auditory elements, students find it easier to understand the material being taught and are more enthusiastic about following the lessons. (A. D. Prasetyo & Abduh, 2021)

In addition to increasing student interest, the use of interactive media also contributes to increasing learning motivation. Students feel more challenged when faced with interactive quizzes, which not only test their understanding but also provide direct feedback. This makes the learning process more active and participatory. When students feel happy and interested in learning, they tend to be more focused and try to understand the material better. This high motivation plays an important role in increasing the effectiveness of learning, especially in Islamic Religious Education subjects which often require a deep understanding of concepts. (Purba & Rahmadi, 2021)

In addition, students' positive responses can also be seen from their comfort in using technology-based media. Most students consider that interactive media helps them learn in a way that is easier to understand than just reading textbooks or listening to teacher explanations. The ability to re-access material through digital media also provides additional benefits for students who want to repeat learning independently. Thus, the use of interactive media not only increases student engagement in class but also helps them understand and remember the material better.

Although many benefits are felt, the implementation of interactive media still requires support from various parties, especially in providing adequate facilities and ensuring that teachers have sufficient skills in using them. If implemented optimally, interactive media can be an effective tool in improving the quality of Islamic Religious Education learning and encouraging students to be more active in exploring religious knowledge in more interesting and innovative ways. (Aqib & Murtadlo, 2022)

Learning motivation is an important factor in determining students' success in understanding a subject, including Islamic Religious Education (PAI). The results of this study indicate that the use of interactive media can significantly increase students' learning motivation. Interactive media presents a more enjoyable and dynamic learning experience, so that students are more interested in following the lesson. With the presence of visual elements, animation, and direct interaction in learning, students feel more involved in the learning process and not just passive listeners. This is different from conventional methods which are often less interesting and make students get bored quickly. (M. I. H. M.Pd S. T., 2019)

In addition, interactive media also provides challenges and encouragement for students to be active in learning. For example, through digital quiz features or interactive simulations, students can directly measure their understanding of the material that has been studied. The feedback provided instantly through this media also helps students identify their mistakes and correct them immediately. This process makes learning more interesting because students have control in exploring the material according to their own learning rhythm. Success in completing quizzes or challenges in interactive media also provides a sense of achievement for students, which further motivates them to continue learning. In addition to the active involvement factor, learning motivation also increases because interactive media provides variation in the presentation of the material. When students are presented with various forms of media such as videos, animations, and educational games, they do not feel bored in learning. The diversity in the delivery of this material helps maintain students' focus and concentration, which ultimately has a positive impact on their understanding of the PAI material. In this way, interactive media not only functions as a learning aid, but also as a means to increase students' interest and enthusiasm for learning. (Kertati et al., 2023)

However, in order for these benefits to be felt optimally, support from schools and educators is needed. Teachers need to be given training to be able to integrate interactive media into learning effectively. In addition, schools also need to ensure that technological facilities are available and can be used properly by students. If the implementation of interactive media is carried out optimally, not only will students' understanding increase, but their motivation to learn Islamic Religious Education will also be maintained. Thus, interactive media can be an innovative solution in creating a more inspiring and meaningful learning environment for students. (Dewi et al., 2023)

One of the main advantages of interactive media in learning is the effective visual and interactive support in helping students understand the material better. In Islamic Religious Education (PAI) learning, some concepts are often abstract and difficult to understand if only delivered through lecture methods or reading textbooks. With visual elements such as images, animated videos, and interactive illustrations, students can more easily understand religious concepts, such as the pillars of Islam, procedures for worship, and stories of the prophets. An attractive visual display also makes students more focused and less likely to get bored during learning. (D. I. Lestari & Kurnia, 2023)

In addition to visuals, interactive aspects in learning media also provide a deeper learning experience. Students are not only passive recipients of information, but can also interact directly with the material being studied. For example, in learning about prayer procedures, interactive media can present simulations of prayer steps that allow students to try and practice independently. In addition, quiz features or educational games also help students to test their understanding in a more enjoyable way. With interactions like this, students become more active in learning, which ultimately improves their memory of the material being studied.

Visual and interactive support also helps teachers deliver material more effectively. With interactive media, teachers can simplify complex material to make it easier for students to understand. For example, the concept of morality in Islam can be explained through animations that depict examples of good and bad behavior in everyday life. (Widyastuti, 2024) In this way, students not only understand the theory, but also see the

real application of Islamic values in their lives. This is certainly more effective than simply listening to the teacher's explanation or reading a textbook without supporting illustrations.

Although interactive media has many advantages, its use still requires careful preparation. Teachers need to ensure that the media used is appropriate to the level of student understanding and is not too complex. In addition, adequate technological facilities are also an important factor so that interactive media can be used optimally in learning. With a combination of attractive visual displays and interactions that actively involve students, interactive media can be a very effective tool in improving students' understanding of Islamic Religious Education (PAI) subjects and creating a more enjoyable and meaningful learning experience. (Wahyuni, 2022)

Although the use of interactive media in Islamic Religious Education (PAI) learning provides many benefits, there are several challenges in its implementation in elementary school environments. These challenges need to be considered so that the use of interactive media can run optimally and truly have a positive impact on students' understanding and motivation to learn. (Abidah et al., 2022)

(1) Limited Technology Facilities. One of the main obstacles is the limited technology facilities in schools. Not all schools, especially those in remote areas, have adequate access to devices such as computers, tablets, or projectors needed to display interactive media. In addition, unstable internet connections are also an obstacle in accessing online-based learning media. Without adequate facilities, the application of interactive media in learning becomes difficult to do effectively. (2) Lack of Teacher Skills in Using Digital Media. In addition to limited facilities, the lack of teacher skills in using technology is also a challenge. Not all teachers are familiar with digital media, and some may have difficulty operating or developing interactive media-based materials. Therefore, intensive training is needed for teachers so that they can integrate technology well into the learning process. Without adequate support and training, the use of interactive media will not run optimally. (Y. D. Lestari & Laili, 2024) (3) Resistance to Changes in Learning Methods. Some schools and educators still tend to use more familiar traditional learning methods. Changes towards the use of technology in learning often face challenges in the form of resistance from teachers and schools who feel that conventional methods are effective enough. Lack of understanding of the benefits of interactive media can make this innovation difficult to implement widely. Therefore, there needs to be better socialization and approaches to encourage the use of technology in education. (4) Challenges in Developing Appropriate Content

Interactive media used in Islamic Religious Education learning must be adjusted to students' needs and appropriate Islamic values. Developing quality content requires collaboration between educators, media developers, and Islamic education experts. If the content used is inappropriate or less interesting, the effectiveness of interactive media in improving students' understanding will also decrease. (Saerang et al., 2023) (5) Balance Between Technology Use and Social Interaction. Although interactive media provides many benefits, its use must also be balanced with learning methods that involve direct social interaction. Islamic Religious Education learning does not only focus on understanding theory, but also on forming students' character and morals, which is more effectively done through direct interaction with teachers and peers. Therefore, interactive media should be used as a tool, not as the only learning method. (Sinaga, 2024)

To overcome these challenges, cooperation is needed from various parties, including schools, government, and educational media developers. With the support of facilities, training for teachers, and development of appropriate content, interactive media can be applied more effectively in Islamic Religious Education learning in elementary schools. Thus, the benefits of interactive media can be felt optimally without ignoring important aspects in religious learning.

In recent years, the integration of interactive media into education has gained significant attention, particularly in improving student engagement and understanding of

complex subjects. Islamic Religious Education (IRE) is one area where the implementation of such media has shown potential in enhancing students' comprehension and overall learning experience. Interactive media, such as educational apps, videos, and interactive games, can provide dynamic ways for students to engage with the content, making learning more enjoyable and effective. One of the primary advantages of using interactive media in IRE is its ability to present Islamic teachings in a way that is both engaging and accessible to young learners. Traditional methods of teaching, such as lectures or textbooks, can sometimes fail to capture the attention of elementary school students. Interactive media, on the other hand, uses visual and auditory elements that can help children better grasp abstract concepts. For example, animated videos explaining Islamic stories or principles can bring these teachings to life, making them more relatable and easier to understand.

Moreover, interactive media allows for a more personalized learning experience. With the use of digital tools, students can learn at their own pace, revisit difficult concepts, and engage with the material in a way that suits their individual learning styles. This is particularly beneficial in a diverse classroom, where students may have varying levels of prior knowledge or different learning preferences. The ability to interact with the content through quizzes, games, and interactive discussions can enhance retention and understanding of key concepts in IRE. Another benefit is the ability to provide immediate feedback to students. In traditional classroom settings, teachers may not always have the time to offer individual feedback to every student during a lesson. However, interactive media can offer instant feedback through quizzes or assessments, allowing students to recognize their mistakes and correct them in real-time. This promotes a deeper understanding of Islamic teachings as students can immediately reflect on their learning process and progress.

Interactive media also fosters collaboration among students. Many educational games or activities involve teamwork, where students need to work together to solve problems or answer questions. This not only encourages communication and social interaction but also reinforces Islamic values such as cooperation and mutual respect. By working together to complete tasks, students learn to value collaboration, an essential aspect of both educational and religious growth. Furthermore, the use of interactive media can make learning about Islam more relevant to students' daily lives. Many digital resources incorporate current issues, challenges, and scenarios that children face, helping them relate Islamic teachings to their personal experiences. For example, interactive content may include stories of Islamic figures facing challenges that resonate with modern-day situations, teaching students how to apply Islamic values in their own lives.

The integration of technology in IRE also prepares students for the digital world they are growing up in. As technology becomes an increasingly vital part of everyday life, students who are exposed to digital learning tools early on develop essential skills in using technology effectively. These skills are not only important for their future education but also for their understanding of the rapidly changing world around them. In conclusion, the use of interactive media in enhancing the understanding of Islamic Religious Education in elementary schools holds great potential. It offers a dynamic, personalized, and engaging way for students to learn about Islam, promoting a deeper connection to the subject matter. By incorporating digital tools that cater to different learning styles, providing instant feedback, and fostering collaboration, interactive media can play a significant role in making Islamic teachings more accessible and enjoyable for young learners.

DISCUSSION

The results of the study showed that the use of interactive media in Islamic Religious Education (PAI) learning significantly improved students' understanding compared to conventional methods. This can be seen from the difference in posttest scores between the experimental group and the control group, where the group using interactive media

achieved higher results. This increase indicates that the presentation of material visually and interactively helps students understand religious concepts that are sometimes abstract. This finding is in line with previous studies which state that the use of technology in learning can increase student engagement and understanding of the material being taught.

In addition to increasing understanding, this study also found that students responded positively to the use of interactive media. Most students felt more interested and motivated to learn when the material was presented with animation, video, or interactive quizzes. This is different from conventional methods which tend to be passive and less directly involve students. High learning motivation plays an important role in improving learning outcomes, because motivated students tend to be more focused and active in the learning process. Therefore, interactive media can be an effective tool in creating a more enjoyable and meaningful learning atmosphere for elementary school students.

However, although interactive media has proven to be effective, there are several challenges in its implementation. One of the obstacles found in this study is the limited technological facilities in several schools, such as the lack of availability of computer devices or a stable internet connection. In addition, there are still teachers who are less skilled in using digital media as a learning aid. This shows that training for teachers in utilizing learning technology is needed so that the use of interactive media can be optimized. Based on these findings, it is important for schools and the government to support the implementation of interactive media in learning by providing adequate facilities and providing training to teachers. In addition, the development of learning media that is in accordance with student needs must also continue to be carried out so that Islamic Religious Education learning becomes more effective and relevant to the times. Thus, the use of interactive media can not only improve student understanding but also help create a more interesting and interactive learning experience in elementary schools.

The use of interactive media in education has revolutionized traditional teaching methods, offering innovative ways to engage students and enhance their learning experiences. In the context of Islamic Religious Education (IRE), interactive media offers new opportunities for both teachers and students. This technology helps to make the teachings of Islam more accessible, engaging, and relatable, particularly for younger learners who may struggle to grasp abstract religious concepts through traditional means such as textbooks or lectures. Interactive media can transform a static learning environment into a dynamic and engaging experience. In IRE, children are introduced to complex concepts such as the history of Islam, its rituals, and moral teachings. Interactive tools such as educational apps, online games, and multimedia presentations can break down these topics into more digestible and visually stimulating content. By using animation, sound, and interactive elements, these tools help to capture students' attention and provide visual reinforcement of religious teachings, making the material easier for students to understand and remember.

Furthermore, one of the key advantages of interactive media is the ability to cater to diverse learning styles. Not every student learns the same way, and traditional teaching methods may not always meet the needs of every child. Interactive media allows students to engage with content in ways that are tailored to their individual preferences. Some students may benefit from visual aids, while others might prefer auditory or kinesthetic learning experiences. By offering a variety of multimedia options, interactive tools can cater to these differences, ensuring that all students have the opportunity to learn in a way that suits them best. In addition to catering to different learning styles, interactive media also encourages independent learning. Students can explore Islamic teachings at their own pace, revisit content they find difficult, and work through exercises or quizzes that reinforce their understanding. This self-paced learning is particularly beneficial in elementary education, where students are still developing their autonomy in learning. By

engaging with interactive media, students can take ownership of their education, build their confidence, and develop a deeper understanding of the subject matter over time.

Another important aspect of interactive media is the provision of immediate feedback. In a traditional classroom, teachers may not always have the time or resources to provide individual feedback to every student. However, interactive media can instantly assess students' understanding through quizzes, games, and other interactive tools. This immediate feedback allows students to recognize their mistakes and correct them in real time, preventing misconceptions from taking root. Additionally, receiving feedback promptly helps reinforce learning and gives students the opportunity to track their progress, making the learning process more effective. Interactive media also promotes collaborative learning. Many interactive tools include features that encourage teamwork, such as group activities or multiplayer games. In the context of IRE, this collaborative approach can foster important values of cooperation, communication, and empathy—key components of Islamic teachings. Working together on shared tasks allows students to practice these values in a safe and supportive environment, helping them build social skills while reinforcing religious lessons.

Moreover, interactive media can make the teachings of Islam more relevant to students' everyday lives. By incorporating real-life scenarios, current issues, or modern-day examples, interactive media can demonstrate how Islamic teachings can be applied to contemporary challenges. For instance, interactive content might feature Islamic figures dealing with problems that children can relate to, such as conflict resolution or ethical decision-making. This relevance helps students connect Islamic principles to their daily actions, making the subject matter more meaningful and encouraging students to apply what they learn outside the classroom. Lastly, integrating technology into Islamic Religious Education helps prepare students for a world increasingly dominated by digital tools. As technology continues to shape every aspect of modern life, students who are exposed to digital learning tools at an early age are better equipped to navigate the digital landscape. Moreover, they develop critical skills that will serve them in future academic and professional settings, such as problem-solving, digital literacy, and adaptability. In the context of IRE, this technological proficiency complements religious education, enabling students to use technology responsibly while maintaining Islamic values. In conclusion, interactive media offers significant benefits in enhancing the understanding of Islamic Religious Education in elementary schools. By engaging students through dynamic, personalized, and collaborative learning experiences, interactive media ensures that students not only learn about Islamic teachings but also relate them to their everyday lives. As educational technology continues to evolve, its role in religious education, particularly in fostering deeper connections to the subject matter, will likely become even more important. Therefore, integrating interactive media into IRE presents an exciting opportunity to enrich students' educational experiences and equip them for the future.

CONCLUSION

Based on the results of the study, it can be concluded that the use of interactive media in Islamic Religious Education (PAI) learning in elementary schools significantly improves students' understanding. The difference in posttest scores between the experimental group and the control group shows that students who learn with interactive media get better results compared to conventional methods. This indicates that the presentation of more visual and interactive materials can help students understand religious concepts more easily and enjoyably. In addition to increasing understanding, the use of interactive media also has a positive impact on student motivation and involvement in learning. Students are more enthusiastic about following lessons and feel more interested in materials presented digitally. This factor is very important in the world of education, because high motivation can encourage students to learn more actively and independently. Therefore, interactive media can be an innovative solution to improve the

effectiveness of PAI learning at the elementary school level. However, although it has proven effective, there are several challenges in its implementation, such as limited technological facilities in schools and lack of teacher skills in using digital media. Therefore, support is needed from various parties, including schools and the government, to provide adequate facilities and training for teachers so that they can optimize the use of interactive media in learning. With continued efforts, interactive media can become an integral part of a more modern and innovative education system.

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