



INTEGRATING INTERACTIVE LEARNING MEDIA TO IMPROVE STUDENTS' COMPREHENSION OF ISLAMIC RELIGIOUS EDUCATION: A STUDY AT MIFTAHUL ULUM BILINGUAL JUNIOR HIGH SCHOOL

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Abstract

This study addresses students' limited comprehension of Islamic Religious Education (PAI) content, a problem attributed to the dominance of lecture-based instruction and the minimal use of digital learning media. Employing Classroom Action Research (CAR) based on the Kemmis and McTaggart spiral model, the intervention was implemented across two cycles consisting of planning, action, observation, and reflection. Interactive digital resources —YouTube instructional videos, animated PowerPoint materials, and Chromebooks— were incorporated to enhance engagement and facilitate understanding of complex concepts. Data were collected through observations, interviews, documentation, and cognitive assessments. The findings show a significant improvement in learning outcomes: the average pre-cycle score of 78 increased to 85 in Cycle I and further to 92 in Cycle II, supported by the use of digital quizzes and Chromebook-based group discussions that strengthened students' motivation and comprehension. These results demonstrate that integrating interactive digital media can effectively enhance students' engagement, understanding, and retention of Islamic Religious Education content.

Keywords: Islamic Religious Education, Interactive Media, Classroom Action Research, Chromebook, Learning Outcomes.

INTRODUCTION

Islamic Religious Education (PAI) is an important part of the national education system because it is crucial for shaping students' character, morals, and behavior. Moral challenges and value crises are increasing in the digital age, characterized by technological advancements, rapid information flow, and lifestyle changes among young generations. Students not only need academic knowledge; they also need a strong foundation of faith to face the various influences of digital media, societal norms, and social pressures. Therefore, Islamic Religious Education learning is crucial to be delivered in a more efficient, relevant, and time-appropriate manner (Jamil, 2020). On the ground, however, Islamic Religious Education learning still use conventional methods like lectures and questions. In addition to swiftly boring and disengaging kids, this approach makes it challenging for them to comprehend abstract ideas like morality, worship, and beliefs. Less interested students who do not comprehend Islamic Religious Education teachings are a sign that there are problems that need to be fixed right away. If Islamic Religious Education learning is not carried out in an innovative and captivating manner, it's possible that Islamic ideals are not fully comprehended and not applied in day to day life (Rama, 2025). Learning improvements that can enhance student" focus, motivation, and comprehension are therefore required. The use of interactive media is one strategy that is thought to be successful since it can make abstract ideas more understandable through digital activities, music, and pictures. For students from the digital generation, this innovation not only makes studying more interesting but also more relevant and meaningful. Therefore, it is imperative to raise the standard of Islamic Religious Education instruction in order to produce students who are not only intellectually gifted but also morally upright and of high character (My et al., 2025).

Technology, which has advanced quickly, is a tool that helps people with their daily tasks. For instance, technology can aid in education by facilitating learning or supporting

instructional strategies in classrooms, leading to more intelligent students and better human resources. Nowadays, interactive learning materials are more widely recognized as a tool for improving teaching strategies. Islamic religious education has up until now been taught to students directly or by hand, and it is not very interesting. As a result, students will soon become overwhelmed with their studies. Play is one of the most important aspects of a child's development. Children's learning can be aided by this program (Fadhilah et al., 2015). Teaching methods and teaching aids are two essential components of educational methodology. Preparation Prior to Media usage, Activities During Media Use, and Follow-Up Activities are the various stages of media usage. LCD projectors, sound systems, TVs, whiteboards, Chromebooks, books, and pictures are just a few of the audio-visual and visual resources available at Miftahul Ulum Bilingual Junior High School. It is anticipated that moral education will become more engaging for students through effective use of learning media, increasing their level of activity and producing a multitude of experiences (Ratrissa, 2020).

When interactive media are used in the classroom, students should be given the chance to engage in active learning. Students' comprehension can be rapidly increased through interactive media-supported learning. According to research, employing interactive media can greatly enhance students' learning results. In the context of national education, religious-based education particularly Islamic education plays a vital role. Religious instruction is mandated for all educational establishments. Islamic religious education, one of the main goals of national education, teaches kids spiritual lessons so they can grow up to be morally upright, well-behaved, and culturally superior people. Learning and teaching are accomplished through the use of media in the classroom. By enhancing memory and comprehension, stimulating interest and desire, and offering incentive, educational media can have an impact on students' psychology. They are able to comprehend difficult ideas (Mega Amalia et al., 2024).

METHODS

Location and Time of Research

This research was conducted at Miftahul Ulum Bilingual Junior High School in Tenggarong, Kutai Kartanegara Regency. This research was conducted from September 25, 2025, to October 20, 2025, in class IXA during the second semester of the 2025-2026 academic year. This research uses the Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, which consists of four main stages: planning, action implementation, observation, and reflection (Professionalism et al., 2025). Islamic religious education, one of the main goals of national education, teaches kids spiritual lessons so they can grow up to be morally upright, well-behaved, and culturally superior people. Learning and teaching are accomplished through the use of media in the classroom. By enhancing memory and comprehension, stimulating interest and desire, and offering incentive, educational media can have an impact on students' psychology. They are able to comprehend difficult ideas.

The use of interactive material, such as animated PowerPoint presentations and YouTube instructional films shown via a Chromebook, was implemented in the first cycle. The goal of using this medium is to get kids more engaged and focused. Students' interest has grown, according to observations, although only a small percentage of them are actively participating. Although the average score rose to 85, analysis shows that student engagement and motivation were inconsistent, necessitating adjustments in Cycle II activities. As a result, Cycle II included Chromebook-based group discussions and digital quizzes. Students' increased enthusiasm, active questioning, and ability to relate Islamic Religious Education

content to real-world situations made this method more successful. The research was terminated at this cycle because the average score for Cycle II rose to 92 and all learning success metrics were met.

Two forms of assessments were used to gauge the intervention's effectiveness: process evaluation and learning outcomes evaluation. While learning outcomes evaluation was achieved through cognitive tests given at the conclusion of each cycle, process evaluation was obtained using observation sheets of student activities and teacher performance. The study used source triangulation and procedure triangulation to guarantee data veracity. Observational data, teacher interviews, and student grade documents were compared in order to perform source triangulation.

In the meantime, observation, interviews, and documentation were used to perform technique triangulation. The Miles and Huberman paradigm, which comprises data reduction, data presentation, and conclusion drawing, was used for data analysis. In every cycle, these three analytical components are repeated and combined with the action reflection's findings (Matthew B. Miles, A. Michael Huberman, 2014). As a result, this study was able to show that using interactive media in a methodical and gradual way improved the quality of Islamic Religious Education instruction.



Figure 1 The students are using chromebook while Islamic Religious lesson



Figure 2 The teacher explains the Islamic Religious contents using power point



Figure 3 Explaining the Islamic Religious contents trough Youtube



Figure 4 Classroom Action Research at class 9A

Triangulation and technique triangulation were used to assess the validity of the data in this investigation. The findings of observations, teacher interviews, and student grade documents were compared in order to perform source triangulation. In the meantime, a variety of data collection techniques, including observations, interviews, and documentation, were combined to perform technique triangulation. The Miles and Huberman approach,

which integrates the findings of reflection in each cycle with data reduction, data presentation, and conclusion drawing, formed the basis for the data analysis.

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Cycle II's conclusion demonstrates how Chromebook-based group discussions and online tests can boost student participation. Through quizzes and group discussions, students become more motivated, focused, and excited about the subject matter. Students can also feel more comfortable asking questions and voicing their ideas thanks to this practice. The findings demonstrate that nearly every student actively engaged in responding to inquiries, voicing their ideas, and working in groups. They also show a greater comprehension of the concepts by being able to relate Islamic Religious Education content to real-world scenarios. The intervention was deemed successful with an average score of 92 and all success markers met, and the study's second cycle was ended.

RESULTS AND DISCUSSION

Results

The use of interactive media, such as PowerPoint animations and YouTube learning videos accessed through Chromebooks, significantly improves students' comprehension of Islamic Religious Education, according to the findings of observations and interviews with teachers and students in class IXA at Miftahul Ulum Bilingual Junior High School. Students actively participated in the learning process. Students' knowledge and comprehension scores significantly improved following the use of interactive media, according to the recapitulation data from the Islamic Religious Education instructor of class IXA at Miftahul Ulum Bilingual Junior High School. In comparison to the pre-cycle phase, most of the 18 adolescents who participated in this study shown notable progress. In terms of knowledge and skills, the average score is 90. This demonstrates how students can better comprehend and grasp Islamic Religious Education content by using animated PowerPoint, Chromebooks, and YouTube learning videos.

Table 1. Average Learning Outcomes of Class IXA Students

No	Assessment Aspects	Average Value	Category
1	Knowledge	90	Very good
2	Skills	85	Good

It is clear from the above table that students are able to practice Islamic teachings through interactive and interesting learning activities in addition to having a theoretical understanding of them. They find it easier to comprehend ideas of Islamic teachings, such as creed, worship, and the history of Islamic civilization, because the information is presented in an eye-catching and visually appealing manner. The Islamic Religious Education instructor added that utilizing interactive media makes the lesson more engaging and cooperative while also helping to clarify concepts that were previously challenging to understand. The documentation results demonstrate that students are more engaged in speaking and asking questions, and that learning outcomes have increased. Students who utilize Chromebooks as a learning aid can access digital content on their own at home and in the classroom, which

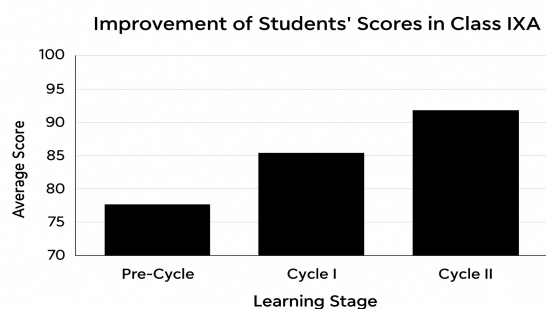
simplifies and expedites the learning process.

Table 2. Average Scores of Class IXA Students per Cycle

Learning Stages	Average Value
Pre-cycle	78
Cycle I	85
Cycle II	92

The aforementioned data demonstrates a steady rise in value during the course of the action. The majority of students still have a passive attitude and are not focused on studying during the pre-cycle period. However, students' enthusiasm in learning started to rise in Cycle I after Chromebook-based interactive media and YouTube educational films were introduced. When the instructor included group discussions and digital quiz exercises in Cycle II, a more notable improvement was seen. Students achieved a very good category as a result of their increased enthusiasm, active participation, and improved comprehension of Islamic Religious Education curriculum. The study's improvement in value from pre-cycle to cycles I and II is in line with earlier research on the usefulness of digital media in Islamic Religious Education learning. Because lectures continued to dominate learning in the pre-cycle, students tended to be passive, and the old approach to Islamic Religious Education caused students to quickly lose attention and become less engaged (Studi et al., 2020). Students' interest and focus rose in Cycle I following the introduction of interactive Chromebook-based media and YouTube videos. Digital media and instructional films were able to increase Islamic Religious Education's drive to learn (Vii et al., n.d.). Following the teacher's addition of digital tests and group discussions, Cycle II saw a constant improvement (Maryanti, n.d.). Interactive tests using technology can improve student engagement, concentration, and comprehension. Additionally, group discussions and collaborative learning have been shown to be successful in assisting students in making connections between Islamic Religious Education content and real-world situations (Nurhayati & Desi, 2025). Thus, the results of this study are corroborated by a number of earlier studies that demonstrate how integrating interactive media, digital assessment, and collaborative learning can greatly raise the standard of Islamic Religious Education instruction.

Diagram of Grade Improvement for Class IXA Students at Miftahul Ulum Bilingual Junior High School



Discussion

According to the study's findings, students at Miftahul Ulum Bilingual Junior High School enhanced their comprehension of Islamic Religious Education content in class IXA by utilizing interactive resources including YouTube videos and animated PowerPoint that were accessible via Chromebooks. Longer attention spans for the material, more active questioning, and more relaxed group conversations were all signs of enhanced student

participation. This study demonstrates that, in contrast to traditional instruction, the use of interactive media in the learning process fosters a more welcoming and stimulating environment in which all students may participate. based on the judgment of experts. Mayer's hypothesis, which holds that multimedia can improve information processing and learning motivation, is consistent with the rise in student attention in Cycle I. A learning tool is any type of material that is used to assist with activities (Mayer, 2002). Written, digital, and audio-visual materials fall under this category. All of these mediums can be used to improve communication and effectiveness in the classroom. All of these mediums can be utilized to increase the effectiveness and interactivity of education. In the communication process, media is frequently regarded as a channel or medium. In this situation, the effectiveness of the information transfer process between two individuals communicating through different media is significantly influenced by the media. Along with other learning materials, the proper use of media should facilitate learning as an interactive process between students and teachers.

They must therefore be able to differentiate between the different kinds of media that are accessible to assist particular learning activities in their capacity as educators. Typically, the media can be manufactured goods or actual objects that can be found in the surrounding area. Dual processing is facilitated by interactive media that incorporates visual components (like animations and films), audio (like narration and background music), and activities (like online tests and group conversations). Cognitive theory states that this technique improves material retention. In this scenario, students are interacting with their Chromebooks and viewing the teacher's explanation in addition to hearing to it. As a result, formerly abstract topics like Islamic history and theology become more real and pertinent (Society, n.d.). A teaching strategy known as interactive learning media makes use of a variety of media and technology to improve student interaction and engagement in the classroom. The fundamental idea behind interactive learning media is made up of numerous crucial elements intended to make learning more engaging and effective (Nilawati et al., 2022). The terms "multi" and "media" are combined to form the word "multimedia." While media refers to a channel, multi denotes numerous variations. Media includes interactive media that enables computer users to participate as well as digital information that can be presented through text, graphics, sound, video, and animation (Agustina, 2019). Users can interact with interactive multimedia and receive responses according on their activities. This is a controller-supported mix of different media that users can utilize to suit their tastes. Animation, video, text, pictures, audio, and graphics are all considered forms of media. This perspective defines multimedia as a blend of different kinds of media that facilitate user input and participation (Rahmawati, 2019).

Using computers to show video recordings to an audience is known as interactive media. In addition to watching and listening to sounds and images, the audience can actively contribute feedback that affects the delivery's order and tempo (Nata & Putra, 2021). An strategy known as "interactive learning" makes use of technology to foster two-way communication between students and teachers as well as between students and the material. This method makes use of online resources, films, and computer simulations to let students actively engage in their education (Munawir et al., 2024). Learning media are resources, materials, or technologies that educators utilize to provide lessons to students in a way that is more efficient, interesting, and simple to comprehend. This material offers a more tangible learning experience, clarifies information, or helps explain concepts. Examples of these include images, films, audio, props, and digital applications. The appropriate media can boost students' motivation, enhance their comprehension, and assist them in reaching their learning objectives. Islamic Religious Education can be taught using Canva media. An

animation that has been copied from YouTube and added to a Canva template is known as Canva media (Herlina et al., 2024). In addition to infrastructure problems, teachers' proficiency with technology is essential to this approach's successful execution. During the initial cycle, a few educators encountered difficulties utilizing educational applications and required more time to adjust to the new technology. However, after being trained in the use of digital media, the teachers' skills improved, which improved the quality of learning in the second cycle. Even though technology can improve students' engagement and comprehension, there are other factors to take into account, such as the possibility of kids becoming dependent on digital media. Teachers can integrate digital learning tools with traditional methods to produce more varied learning. For instance, after watching an instructional film, teachers can ask students to talk about or consider a subject. This approach is consistent with blended learning, which combines online instruction with face-to-face interactions to enhance learning outcomes (Ferdiani Siregar et al., 2024).

Using interactive media in Islamic Religious Education learning practices is one creative way to address this issue. A more dynamic and captivating learning approach is provided by interactive media, which includes educational games, learning applications, digital simulations, animated movies, and online learning platforms. Students can actively engage in the learning process by using this medium, either by working together with their peers or directly interacting with the content. As a result, learning is now a fun, meaningful, and inclusive experience (Machfud et al., 2024). By exploring how interactive media might be integrated into Islamic Religious Education learning practices to boost student learning motivation, this article aims to inspire and educate instructors. We will go over the different kinds of interactive media that can be employed, the advantages of boosting learning motivation, and possible issues and solutions that might come up when putting them into practice (Dimas Purnomo et al., 2025). Islamic Religious Education is one area where interactive media has profoundly altered the educational landscape. This is due to their ability to actively involve students, deliver content in an engaging manner, and offer prompt feedback. The following are some significant functions of interactive media in the educational process:

1. Making learning more interesting and entertaining
 - a) Abstract theological concepts can be communicated using animations, images, or simulations. It is thought to facilitate students' comprehension of the lesson.
 - b) Through games, simulations, and quizzes, students can engage directly with the course material. Students' motivation to study is increased and learning becomes more pleasurable as a result of this engagement.
 - c) More individualized learning is made possible by interactive media. Students are free to select the content they want and learn at their own speed.
2. Improving student understanding
 - a) Diverse material presentations, including animations, videos, text, and audio, are made possible by interactive media, which aids students in comprehending ideas from a variety of angles.
 - b) Real world scenarios pertaining to religious teachings can be depicted through simulations. Students are better able to relate courses to real-world situations as a result.
 - c) Melalui Students can instantly determine whether their responses are right or wrong thanks to the media's feedback. This aids in their comprehension and helps them spot errors.
3. Enables collaborative learning

- a) Siswa untuk berkomunikasi dengan teman sekelas atau guru melalui forum diskusi online. Diskusi ini dapat meningkatkan pemahaman siswa tentang pelajaran dan kemampuan berpikir kritis mereka (Fatah & Wathon, 2022).
 - b) Proyek kelompok yang menggunakan media interaktif memungkinkan siswa bekerja sama dan meningkatkan keterampilan sosial mereka.
4. Increase access to learning

Interactive media provides a variety of educational materials, including articles, e-books, and video courses. Because of this, students can learn at any time and from any location. Distance learning also benefits greatly from interactive media. Students can engage with their teachers and peers virtually while taking classes online.

5. Improving students' comprehension

Students can gain a deeper understanding of Islamic teachings and religious principles by using interactive media in Islamic Religious Education. For instance, students can learn and retain the proper ways to do specific acts of worship through interactive software that let them do so in simulations. The following elements of learning outcomes are impacted:

- a. Conceptual Understanding: Interactive media's visual elements, animations, and direct engagement can aid students in comprehending abstract ideas like morality, ethics, and divinity. Simulations of daily life, for instance, can aid students in comprehending how Islamic ethics are applied.
- b. Memory and Retention: Students actively participate in interactive media to improve their long-term memory. Students' retention of the material is enhanced by this involvement. When learning through interactive media, students retain more information than when learning solely through books or lectures. An interactive film about Islamic history, for instance, can aid students in recalling significant occasions in Islamic Religious Education.
- c. Critical Thinking Skills: Using interactive media, students can develop their critical thinking comprehension. Students can solve issues, make decisions, and assess situations using a variety of learning apps. This is especially important in religious education, where students are urged to think carefully about moral and ethical standards before making choices that are consistent with Islamic teachings.
- d. Application Capability in Everyday Activities: in addition to studying theory, interactive media enables students to put what they learn into practice. For instance, interactive games that teach Islamic beliefs might help students better comprehend how caracagama can be implemented in everyday life. Through this media, children learn how to use their religious knowledge in everyday situations, such as being truthful, lending a hand to others, and fostering positive relationships with their families and communities.

Interactive media can support experiential learning, increasing students' motivation and level of engagement. This approach teaches students how to apply religious ideas in real-world situations in addition to helping them comprehend theory. Students' capacity to make moral decisions in line with Islamic teachings can be tested by simulating real-world scenarios, which makes religious content more engaging and pertinent. There are a number of elements that both help and impede the use of interactive media in Islamic Religious Education. These elements are essential to the software. The ideal platforms for interactive media include laptops, tablets, Chromebooks, and fast internet connections. Teachers and students can access a variety of digital media, including interactive applications, instructive

films, and simulations pertaining to Islamic Education content, thanks to these technologies. Teachers who are adept with technology will find it easier to incorporate interactive media into their lessons, which makes teacher training essential. Students' passion for technology is increased by the fact that many are more interested in studying through digital devices. However, there are a number of other barriers that frequently prevent the use of interactive media in Islamic Religious Education instruction. One of these is the lack of devices and infrastructure, particularly in schools situated in remote or rural areas without computers or tablets (Ardiyanti, n.d.). In addition to hardware, the price of acquiring devices and licenses for educational software or applications is another major barrier, particularly for schools with tight budgets. Additionally, the availability and reliability of the internet, which is still a problem in some areas, may restrict the use of interactive media that depends on an online connection. Without a reliable internet connection, students and teachers have trouble accessing online resources or participating in interactive online learning. The promise of interactive media to promote Islamic Religious Education learning may not be fulfilled if it is not used appropriately. Therefore, when employing interactive media, these constraining variables need to be taken into account (Aqmarina & Susilo, 2025). Digital media has enormous potential to improve students' comprehension of the content covered in the Islamic curriculum in the current era. When utilized properly, this medium may produce an intriguing, inclusive, and captivating educational experience. Therefore, schools and educators need to take a more innovative approach in order to assist the study of Islamic Religious Education. In the current era, digital media plays a critical role in enhancing comprehension of Islamic Religious Education content. More people now have access to varied, adaptable, and creative learning tools because to the use of digital media including learning software, interactive videos, and online platforms (Sagala, 2025). To boost students' attention and comprehension, innovative instructional strategies and media are required. This is because, in the current digital world, students are more drawn to interactive and visual media since they can make abstract ideas more relatable and interesting.

CONCLUSION

The findings of this classroom action research indicate a significant improvement in students' comprehension and enthusiasm in Islamic Religious Education at Miftahul Ulum Bilingual Junior High School following the integration of interactive learning media. The use of Chromebooks, animated PowerPoint presentations, and YouTube-based educational videos successfully created a more dynamic, visual, and student-centered learning environment. These media enabled students to engage more actively with the material, making the learning process not only more interesting but also more meaningful.

The shift from conventional instructional methods to interactive digital platforms encouraged greater participation, fostered deeper conceptual understanding, and helped students connect abstract concepts with real-life contexts. This positive transformation is clearly reflected in the improvement of student learning outcomes, as seen in the consistent increase in scores from the pre-cycle to the second cycle.

Overall, the integration of interactive digital media in Islamic Religious Education instruction provides a promising and innovative approach to enhancing learning quality. It demonstrates the potential of technology to support pedagogical effectiveness, promote student engagement, and meet the learning needs of a generation growing up in an increasingly digital world.

AKNOWLEDGEMENTS

The author expresses gratitude to Allah Swt for His kindness, direction, and guidance in finishing this manuscript. We would like to express our profound appreciation to Mr. Akhmad Riadi, S.Pd.I., M.Pd.I., who taught the classroom action research course. We also express our gratitude to the principal, instructors, and every student of Miftahul Ulum Bilingual Junior High School Tenggarong, particularly the Islamic Religious Education instructors and IXA students. We hope that our research advances learning innovation, raises the standard of Islamic education in the digital era, and motivates teachers to keep coming up with new ideas.

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