



ENHANCING STUDENTS' INTEREST IN ISLAMIC RELIGIOUS EDUCATION THROUGH INFORMATION TECHNOLOGY-BASED LEARNING MEDIA: A CASE STUDY AT AN INDONESIAN ISLAMIC JUNIOR HIGH SCHOOL

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Abstract

This study aims to analyse the use of information technology-based learning media to increase interest in learning Islamic Religious Education at MTs Muhammadiyah 1 Gondangrejo. The research method used was descriptive qualitative, with data collected through observation, interviews, and documentation. The research participants consisted of one Islamic Religious Education teacher and 30 eighth-grade students, selected purposively. This study was conducted over two months, from August to September 2025. The results show that Islamic Religious Education (PAI) teachers utilise hardware such as laptops, LCD projectors, and speakers, as well as visual and audio media in the form of interactive presentations, learning videos, and Islamic films to present learning materials in an engaging and structured manner. The use of these media successfully increased student focus and attention, facilitated understanding of abstract material, and fostered student motivation and active engagement in learning. In conclusion, the use of information technology-based learning media effectively increases interest in learning Islamic Religious Education, making the learning process more lively, relevant, and meaningful for students.

Keywords: Islamic Religious Education, Information Technology, Learning Media, Student Motivation, Multimedia Learning

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INTRODUCTION | مقدمة

Education plays a crucial role in ensuring the sustainability of national life and statehood, as it is a means to improve the quality of human resources (Habe et al, 2017). Law of the Republic of Indonesia Number 20 of 2013 affirms the goal of national education to educate the nation. Education serves as a bridge between ideas, values, generations, and civilisations, leading the nation toward a just and prosperous society (Ginting et al, 2021). Educational issues are complex and influenced by many factors, one of which is teachers. Teachers play a crucial role in the success of learning, both through material delivery, media selection, and the ability to adapt learning to students' circumstances (Ginting et al, 2021). Professional teachers have the task of educating, teaching, and training and must keep abreast of developments in science and technology to create information technology-based schools (Suyanto et al., 2013). "While studies have examined digital media in general education, few have explored its impact on student motivation in Islamic Religious Education at the junior high level, particularly in Muhammadiyah-affiliated schools."

Advances in information technology have impacted education, shifting learning from conventional to more open and media-based models. McLuhan called new technologies "Windows on the World" and "World Villages," making the world smaller (Rusman et al., 2012). The National Education System mandates active learning and the development of students' holistic potential (Suyanto et al., 2013). Teacher competence in utilising learning media, particularly those based on information technology, is closely related to increased student interest and learning outcomes (Mansur et al., 2024).

However, based on initial observations at MTs Muhammadiyah 1 Gondangrejo, several problems were identified that hampered the teaching of Islamic Religious Education. Student interest in Islamic Religious Education remains low due to conventional and less interactive learning methods. Lecture methods dominate the learning process, making students quickly bored, less focused, and passive (Lontoh et al., 2021; Wulandari, 2022). The use of information technology-based learning media has not been optimal, despite the technology's significant potential to increase learning motivation (Wena, 2011). Furthermore, innovation in Islamic Religious Education learning remains minimal, material is difficult to understand contextually, teacher competency in integrating Information Technology is suboptimal, learning resources are still limited to textbooks, and learning strategies do not fully support the madrasah's vision as a leading institution in the field of learning and morals.

These conditions impact students' low understanding, appreciation, and application of Islamic values in their lives. Islamic Religious Education plays a strategic role in shaping students' character and spirituality (Ishlah, 2025; Pujiyanti, 2024). The use of technology such as learning videos, interactive applications, and digital platforms can increase motivation and make learning more contextual (Arsyad, 2013; Munir, 2012; Sadiman et al., 2010). Therefore, this study examines the use of Information Technology-based learning media as an effort to increase interest in learning Islamic Religious Education at MTs Muhammadiyah 1 Gondangrejo.

METHOD | منهج

Three PAI teachers and 25 Grade VIII students were selected purposively based on their active involvement in technology-integrated lessons.

This study employed a qualitative method with a descriptive approach to obtain an in-depth overview of the use of information technology-based learning media in increasing interest in learning Islamic Religious Education (Sugiyono, 2019). This approach was chosen because it allowed researchers to uncover phenomena naturally based on field conditions. The research subjects included Islamic Religious Education teachers and students at MTs Muhammadiyah 1 Gondangrejo, selected purposively based on their involvement in the learning process. Data were collected through observations of the teaching and learning process, in-depth interviews to elicit teacher and student perspectives, and documentation in the form of archives and learning notes (Creswell & Creswell, 2018).

Data analysis was conducted following the interactive model of Miles & Huberman, which includes data reduction (sorting and focusing important information), data presentation (organizing information systematically), and drawing conclusions (Miles & Huberman, 1994). To maintain data validity, source triangulation was used by comparing information from teachers and students, and technical triangulation by combining the results of observations, interviews, and documentation (Sugiyono, 2019).

Types of Information Technology-Based Learning Media Used in Islamic Religious Education Learning at Mts Muhammadiyah 1 Gondangrejo

In this research, the primary problem to be examined is the use of information technology-based learning media in the Islamic Religious Education learning process at MTs Muhammadiyah 1 Gondangrejo. Technological advances facilitate the learning process because facilities such as LCDs are generally provided by schools (Arsayli, 2022). This problem stems from the fact that rapid technological developments require teachers, including Islamic Religious Education teachers, to be able to adapt and utilise information technology as an effective learning tool. Educational technology can improve the quality of education, the effectiveness and efficiency of the teaching and learning process, thereby facilitating the achievement of educational goals (Andri, 2017).

However, the extent to which these media are used, the types selected, and how they are implemented in the classroom remain questions that need to be answered. The first research question that arises concerns the types of information technology-based media used by Islamic Religious Education teachers. These media can range from simple tools like PowerPoint and Islamic learning videos to more complex digital platforms like Google Classroom, e-learning, or even digital Quran applications. Thus, this research aims to identify the various media used in teaching practice, not just as discourse. Furthermore, the question arises as to how these media are utilised in Islamic Religious Education (ISE) teaching. Not all media are used in the same way, and not all materials are appropriate for certain media. For example, Islamic jurisprudence (Fiqh) and worship practices are more effectively delivered using video tutorials, while Islamic creed (Aqidah) material can be reinforced with presentations complemented by visual illustrations. The fundamental question here is how Islamic Religious Education (ISE) teachers can align the materials, media, and students' needs.

The pedagogical objectives of using IT-based media are: Are they used solely to make learning more engaging, or are they also intended to instil Islamic values more deeply? In other words, this research seeks to understand not only "what is used," but also "why" and "for what purpose." Furthermore, some factors drive teachers to choose particular media. Some teachers may choose PowerPoint because it is more practical and easier to use, while others utilise YouTube because audiovisual materials are more engaging for students. The background to these media choices is certainly inseparable from the teacher's abilities, school facilities, and student characteristics. Challenges faced by Islamic Religious Education (ISE) teachers. Undeniably, the use of technology in Islamic education is often hampered by limited facilities, unstable internet access, or varying teacher skills in mastering digital devices. This is an important area of research to provide a more realistic picture. The impact of using information technology-based media on students. How do students respond when teachers use digital media? Do they become more motivated, understand the material more easily, or is the opposite the case? This impact is important to examine to provide concrete recommendations regarding the effectiveness of these media in improving the quality of Islamic Religious Education learning at MTs Muhammadiyah 1 Gondangrejo.

Table 1. Types Of Information Technology-Based Learning Media

| Aspects Studied | Description Of Findings |
|--------------------|--|
| Media Types | PowerPoint, Islamic videos (YouTube), digital Quran app, Google Classroom, WhatsApp Group |
| How to Use | PowerPoint for material explanations; videos for worship practices; digital Quran applications for recitation; Google Classroom and WhatsApp for distributing materials and assignments. |
| Purpose of Use | Increase student interest, facilitate understanding, support learning effectiveness, and adapt to students' digital world. |
| Driving Factors | School facilities, student needs, initiative, and creativity |
| Obstacles | Uneven distribution of facilities, limited internet access, and varying teacher technology skills |
| Impact on Students | More motivated, easier to understand the material, enthusiastic about participating in lessons, and enjoy the variety of media |

Visual and audio media are crucial elements in enhancing student learning interest. Interactive presentations with attractive designs and animations can reduce boredom, increase focus, and create a more immersive learning experience. Learning videos from sources like YouTube can provide concrete and memorable images, for example, to explain Islamic history or prayer procedures. Similarly, Islamic-themed films relevant to the learning material, such as stories of the prophets or Islamic figures, provide an emotional touch that makes students more connected to the material being studied. This media combination not only conveys information but also creates a fun and meaningful learning atmosphere. According to Ahdar & Nusriani (2023), the use of audio-visual media in the form of video can increase learning interest and motivation, clarify abstract concepts, present concrete images, and effectively explain processes or skills. Furthermore, videos can provide stimuli that align with learning objectives and elicit desired responses from students. This is in line with previous research confirming that the use of visual media can boost motivation, foster enthusiasm, facilitate learning, and foster greater enjoyment and enthusiasm for learning (Aryani & Hambali, 2025; Ibrahim, 2019; Ikrom, Ningtias, Hafido et al, 2025). Quantitatively, the average learning motivation score increased from 63.2 to 88.5, while the level of material comprehension increased from 58.1 to 83.8 (Afriyani, 2025). The use of PowerPoint and Google Slides makes it easier for teachers to present material in a structured manner. These applications allow for the organisation of material in a logical sequence, complemented by images, graphs, and relevant verses or hadith quotes. Animation features, slide transitions, and multimedia integration also help capture student attention. PowerPoint is often used for materials prepared offline, while Google Slides facilitates collaboration and online access for both teachers and students. With these two applications, teachers can deliver material with a clear, aesthetically pleasing flow and tailored to the needs of Islamic Religious Education learners. Furthermore, this application also provides opportunities for students to be directly involved in creating presentations, thereby developing their digital literacy skills (Setiawan et al, 2023). Based on Table 1, it can be concluded that the use of technology-based learning media at MTs Muhammadiyah 1 Gondangrejo includes the use of hardware (laptops, LCD projectors, speakers), digital content-based media (interactive presentations, learning videos, Islamic films), and supporting applications (PowerPoint, Google Slides). The combination of these three makes the Islamic Religious Education learning process more interactive, engaging, easy to understand, relevant to students' lives, and encourages active student involvement.

Utilisation of information technology-based learning media to increase interest in learning Islamic Religious Education among students at MTs Muhammadiyah 1 Gondangrejo

The use of technology-based media such as interactive presentations, YouTube learning videos, and Islamic films has proven effective in increasing student attention during Islamic Religious Education (IS) lessons. Engaging visuals and clear audio help break the boredom that

often arises during traditional lectures. Students become more focused because the material is presented in a variety of formats, such as Quranic verses accompanied by images or animations, or videos depicting real-life religious stories or practices. This creates a more lively classroom atmosphere, and students find it easier to concentrate on the material presented by the teacher. The use of technology media can be seen in Table 2.

Table 2. Utilisation of Technology Media in Increasing Interest in Learning Islamic Religious Education

| Findings | Indicator | Description |
|---|---|---|
| Improve students' attention and focus | Students become more focused, interactive with teachers, and do not get bored easily during learning. | Technology media provides varied learning, breaks up boredom, and helps students stay focused through visuals, animations, and concrete examples. |
| Facilitates understanding of abstract material | Technology media makes learning more varied, interesting, and maintains student focus. | Audio-visual media make it easier to understand abstract Islamic Religious Education concepts by presenting material in a concrete, memorable, and relevant way for students. |
| Cultivate student motivation and active involvement | Students are more active participants in learning, searching for materials independently, and engaging in technology-based tasks. | The use of technology makes students more enthusiastic about learning, actively seeking materials, contributing to presentations, and participating in discussions. |

Some material in Islamic Religious Education, such as concepts of faith, worship, or Islamic history, is often difficult for students to understand if explained only verbally. Technological media provides a solution through concrete audio-visual presentations. For example, videos showing prayer procedures, animations of the Isra' Mi'raj journey, or documentation of da'wah activities can help students visualise the material. Furthermore, teachers can utilise images, graphs, and maps to clarify the relationships between events or concepts in Islam. This presentation not only clarifies understanding but also makes it easier for students to remember the material because they can directly see its representation. Furthermore, it can enhance students' imagination during learning activities and help them improve their mastery of events that are impossible to present in the classroom (Ernanida et al., 2019; Kustandi et al., 2021; Ritonga et al., 2023; Sultan et al., 2025).

The use of technology in Islamic Religious Education (IS) learning not only makes students recipients of information but also encourages them to become active participants in the learning process. Students are encouraged to seek additional materials online, such as articles, video lectures, or verses relevant to the topic. Some teachers also involve students in creating presentations or creative content, such as creating slides about Islamic figures or short videos about the Prophet's exemplary stories. These activities foster curiosity, increase self-confidence, and develop digital literacy skills. Thus, technology plays a dual role: as a means of delivering material and as a medium for developing student potential. This aligns with previous research, which found that the use of technology in learning can increase student interest in learning, enhance understanding of teaching materials, increase student flexibility in accessing learning materials, enable students to learn more deeply, improve learning achievement, and enhance learning evaluation. In addition, the use and development of digital learning media is a strategic step to advance Islamic education while forming a young generation that is intellectual and able to compete at the global level, through the creation of innovations such as digital literacy-based web platforms (Hamdi et al, 2022; Hidayah et al, 2022; Kholis, 2024; Yansyah et al., 2025).

Based on Table 2, it can be concluded that the use of technological media in Islamic Religious Education learning at MTs Muhammadiyah 1 Gondangrejo can improve student focus, participation, and understanding. Media such as interactive presentations, learning videos, and

Islamic films create a more engaging and varied learning environment, break up boredom, and help explain abstract concepts more concretely. This encourages students to actively ask questions, seek additional materials, and collaborate, thereby significantly increasing their interest and motivation to learn.

DISCUSSION | مناقشة

The results of the study indicate that Islamic Religious Education (PAI) teachers at MTs Muhammadiyah 1 Gondangrejo have utilized various information technology-based learning media in the teaching and learning process. The integrated use of hardware such as laptops, LCD projectors, and speakers has helped teachers deliver material more clearly, interestingly, and easily understood. The use of laptops acts as a center for managing digital teaching materials, while LCD projectors display visualizations of text, images, and videos so that all students can follow the learning well. Speakers are used to clarify sound, especially when displaying videos or audio such as Quran recitations and Islamic scholars' lectures. These results are in line with the findings of Arsayli (2022) who stated that the use of technological devices such as LCDs in classrooms can increase the effectiveness of material delivery as long as they are supported by lighting, electrical power, and teacher skills in operating them.

In addition to hardware, teachers also utilize digital content-based media such as interactive presentations, instructional videos, and Islamic films. These media play a crucial role in creating a lively and enjoyable learning environment, and can break the boredom that often arises with conventional methods. Engaging visual displays and clear audio enhance student focus and motivation. This is reinforced by research by Ahdar and Nusriani (2023), which found that audiovisual media can increase learning interest, clarify abstract concepts, and provide a more meaningful learning experience. Thus, technology-based media serves not only as visual aids but also as a means of fostering active interaction between teachers and students.

The use of supporting applications such as PowerPoint and Google Slides has also proven effective in helping teachers structure and present material. These applications allow teachers to add images, graphs, and relevant Quranic verses or hadiths, making the presentation more systematic and contextual. PowerPoint is generally used for offline presentations, while Google Slides facilitates collaboration and online access to materials. Research by Setiawan and Tacoh (2023) shows that the use of digital presentation applications can increase student participation and develop their digital literacy skills, which are essential competencies in 21st-century education.

Another prominent finding is the increase in students' interest and motivation to learn after the use of technology media in Islamic Religious Education (PAI) learning. Observations show that students are more enthusiastic about participating in learning, actively asking questions, and participating in technology-based activities such as creating presentations or searching for additional materials on the internet. Quantitative data supports this, where the average learning motivation score increased from 63.2 to 88.5 and the level of material understanding from 58.1 to 83.8 (Afriyani, 2025). This indicates that technology-based learning has a positive impact on improving learning outcomes and student engagement.

Technology-based media has also been shown to facilitate the understanding of abstract concepts in Islamic Religious Education (PAI), such as faith, worship, and Islamic history. Through videos, animations, or documentation of religious activities, students can visualize events that were previously difficult to imagine. Ernanida and Yusra (2019) stated that visual media can help

students understand events or concepts that cannot be presented directly in the classroom. This finding is also supported by Kustandi et al. (2021) and Ritonga et al. (2023), who emphasized that the use of visual media can improve students' conceptual mastery and imagination during learning activities.

Furthermore, the use of technology not only transforms students into recipients of information but also transforms them into active participants in learning. Students are encouraged to seek out alternative sources, produce simple content, and collaborate in groups. These activities foster self-confidence and critical thinking skills. Consistent with Hamdi et al.'s (2022) opinion, the use of digital media in Islamic learning is a strategic step in developing a generation that is intellectual, adaptive, and competitive in the global era.

Thus, it can be concluded that the use of information technology-based learning media at MTs Muhammadiyah 1 Gondangrejo has a positive impact on improving the quality of Islamic Religious Education (PAI) learning. The combination of hardware, digital media, and supporting applications not only clarifies the material but also fosters student interest, motivation, and active participation. The results of this study reinforce the view that technology integration in learning is an essential requirement for Islamic education in the modern era (Kholis, 2024; Yansyah et al., 2025).

CONCLUSION | خاتمة

This study is limited to one school; future research could compare multiple schools or use mixed methods to measure long-term impact. Schools should provide regular training on digital pedagogy for PAI teachers and develop a repository of vetted Islamic learning videos.

Based on the results of a study on the use of information technology-based learning media to increase interest in learning Islamic Religious Education (PAI) at MTs Muhammadiyah 1 Gondangrejo, it can be concluded that the application of technology media is effective and has a positive impact on students. Teachers utilise various devices and applications, such as laptops, LCD projectors, speakers, interactive presentations, learning videos, and Islamic films, to present more engaging, clear, and meaningful learning experiences. The use of these media has been proven to increase focus, reduce boredom, and facilitate the understanding of abstract concepts. In addition, technology-based learning also fosters active participation, curiosity, and student independence in seeking out additional materials and collaborating to complete assignments.

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