



## INTERACTIVE VIDEOS IN ISLAMIC RELIGIOUS EDUCATION: ANALYZING STUDENT LEARNING EXPERIENCES AND ENGAGEMENT AT AN INDONESIA JUNIOR HIGH SCHOOL

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### Abstract

The purpose of this study is to examine how students learn Islamic Religious Education using interactive video media at Junior High School 2 Purwantoro. The background of this study stems from the use of conventional teaching methods, which tend to be monotonous, and the ineffective utilization of digital technology, resulting in low student engagement. Although the school already possesses basic equipment such as projectors, previous IRE instruction still focused on static media, which made students less interested. With teachers and students at Junior High School 2 Purwantoro as the subjects, this qualitative study collected data through observation, in-depth interviews, and document analysis, which were analyzed using the Miles and Huberman interactive model. The findings indicate that the use of interactive video has a significant impact on students' learning experiences across all domains. Cognitively, students reported a much more concrete understanding of Fiqh material, particularly regarding the visualization of worship procedures that were previously difficult to grasp through text alone. Affectively and psychomotorically, this medium enhances students' emotional engagement and accuracy in simulating religious practices. This study also identified that school resource support is a key enabling factor, while technical constraints and time duration are limiting factors. These findings contribute theoretically to the development of a constructivist technology-based approach to Islamic Education and serve as a practical reference for educators in creating interactive, engaging, and effective digital learning environments.

**Keywords:** Islamic Religious Education, Interactive Video, Learning Experience, Student Engagement, Multimedia Learning, Qualitative Case Study

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## INTRODUCTION

## مقدمة

The importance of education lies in its ability to cultivate individuals of high quality and strong character, as well as to broaden their horizons so they can achieve their desired goals (Asdlori & Slamet Yahya, 2023). Education is a conscious and planned effort to create a learning environment and learning process aimed at developing students' personalities. The goal of education is to shape individuals who are faithful and devout toward God, possess noble character, think philosophically, act rationally and dynamically, and have a broad perspective (Tinggi & Islam, 2024). Islamic Religious Education (IRE) plays a strategic role in shaping students' character, morals, and spirituality, especially amidst the ongoing challenges of globalization, and aligns with the national educational goals that emphasize the formation of people of faith and noble character.

In Indonesia, this subject is an integral part of the curriculum, aimed at instilling religious and moral values in the younger generation. However, in practice, the PAI learning process often still faces various obstacles, particularly regarding the teaching methods and media used. In reality, PAI teaching methods in many schools tend to be conventional and teacher-centered, where teachers dominate student learning activities while students are less actively engaged; this situation results in low student interest and understanding of PAI material (Aqmarinal & Susilo, 2025). This has led to low student engagement in the learning process.

In today's era of technological advancement, the use of interactive media in education has shown positive results in enhancing student participation and understanding. Interactive media, such as digital learning apps, simulations, or interactive videos, can provide students with a more engaging and in-depth learning experience (Aqmarinal & Susilo, 2025). The development of digital technology in the modern era offers significant opportunities for innovation in learning, including in Islamic Education (PAI). The use of technology-based learning media, such as interactive videos, is considered capable of improving the quality of learning through the presentation of more engaging and participatory content. According to Richard E. Mayer (2020), the integration of visual and audio elements in learning can enhance student understanding by engaging cognitive processes more effectively.

Furthermore, interactive videos allow students to interact directly with the material through quizzes, simulations, and feedback, thereby encouraging active engagement in learning. In the context of PAI learning, the use of interactive videos serves not only as a medium for conveying information but also as a means of building a comprehensive learning experience. This is consistent with the theory of experiential learning proposed by David A. Kolb (1984), which emphasizes that effective learning occurs through direct experience, reflection, and application. However, the implementation of interactive videos in PAI learning still faces various obstacles, such as limitations in teachers' digital literacy, infrastructure, and the suboptimal use of technology in schools (Suryani et al., 2023).

This study is motivated by three main issues: low student engagement in PAI learning due to conventional methods that are uninteresting and monotonous; limitations in learning media that still rely on text and static images; and the underutilization or suboptimal use of technology in schools, despite the availability of basic facilities such as projectors and laptops. Theoretically, this study contributes to the development of digital-based PAI learning methods, particularly within the framework of constructivist pedagogy, which emphasizes active student participation. Practically, the results of this study can serve as a reference for teachers and schools in developing innovative learning media, while simultaneously improving the quality of PAI learning at SMP N 2 Purwantoro.

Based on this background, the researcher felt it was important to examine students' learning experiences with interactive videos, as well as the factors that support and hinder the use of interactive videos, and Islamic Education teachers' perceptions of the use of interactive videos as a learning medium. By analyzing and identifying the issues mentioned above, innovations in developing learning experiences for students can be achieved, particularly in Islamic Education. Avoid a detailed literature survey or a summary of results.

## METHOD

## منهج

This study employs a qualitative approach using a case study design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the

phenomenon of student learning experiences from the participants' perspectives within a natural setting. According to Sugiyono (2010), qualitative research is used to investigate the natural conditions of a subject, with the researcher serving as the key instrument. Meanwhile, a case study allows the researcher to intensively explore a specific system, activity, or event within specific spatial and temporal boundaries.

This study was conducted at Junior High School 2 Purwantoro, involving participants selected through purposive sampling specifically, individuals with direct experience regarding the use of interactive video media in Islamic Education (PAI) instruction. The participants in this study consisted of one Islamic Education teacher who had integrated digital media into the classroom curriculum, as well as a group of students from the class where the interactive video was implemented. The students selected as key informants represented a range of academic abilities and levels of engagement to capture a broad spectrum of learning experiences from highly responsive students to those who previously showed low engagement with conventional methods. This selection method aligns with the view of Lexy J. Moleong (2013), who states that the selection of informants in qualitative research is based on the relevance and depth of the information they can provide.

The data collection techniques in this study include observation, interviews, and documentation. Observations were conducted to directly observe the PAI learning process using interactive videos. Interviews were conducted in a semi-structured manner to explore the experiences, perceptions, and obstacles faced by students and teachers on a personal level. Documentation was used to supplement the data in the form of archives, photographs, and relevant learning materials. The use of these three techniques aims to obtain comprehensive and in-depth data.

The validity of the data in this study was tested through source triangulation, which involves comparing data obtained from various sources and methods. According to Matthew B. Miles and A. Michael Huberman (1984), triangulation is a crucial technique for enhancing the validity and credibility of data in qualitative research. Data analysis was conducted using an interactive model comprising three stages: data reduction, data presentation, and the drawing and verification of conclusions. The analysis process is conducted continuously from data collection until valid and scientifically sound conclusions are reached. Thus, this method is expected to provide a comprehensive picture of students' learning experiences in Islamic Education through interactive videos.

## RESULT | نتائج

### Implementation of Interactive Videos in Islamic Religious Education

Based on classroom observations and interviews with Islamic Religious Education teachers, the implementation of interactive videos at SMP Negeri 2 Purwantoro was carried out through the integration of technology into the Lesson Plan structure. Teachers did not merely use videos as a supplement, but as a primary tool to stimulate student engagement. This implementation process is divided into two main stages:

#### *Using Video as a Trigger at the Start of the Lesson*

Teachers begin the lesson by presenting a clip from an interactive video containing social phenomena or a simulation of religious rituals relevant to the material to be discussed. This strategy aims to create cognitive conflict and instantly capture students' attention. Based on the

results of an interview with a PAI teacher (Informant 1), it was mentioned that: "Showing a video at the beginning of the class is very effective for sparking students' curiosity. Whereas they usually appear passive when I start with a lecture, with the use of an interactive video containing prompt questions, students are more willing to share their initial thoughts on the material." This interactive video is designed to pause at specific intervals (automatic pause feature) to give students the opportunity to answer the questions that appear on the screen, thereby fostering two-way communication from the very first minute of the lesson.

### **Post-Video Group Discussion Activity**

After the video screening session ended, the implementation continued with the formation of discussion groups. The interactive video served as a common ground for each group in solving problems. Observation data showed that the video provided a scenario or case for which students had to discuss solutions. The teacher acted as a facilitator, moving around to monitor the progress of the discussion. The use of this video makes the discussion more focused because students have a uniform visual reference. This is reinforced by a statement from one of the students (Informant 2): "After watching the video, we were asked to have a group discussion. It was easier because we just had to discuss what was in the video, such as how to correct the incorrect wudhu procedure shown in the video."

### **Description of Student Learning Experiences**

Student learning experiences at SMP Negeri 2 Purwantoro following the implementation of interactive videos demonstrated significant improvements across three domains of learning: cognitive, affective, and psychomotor. Based on the collected data, the details are as follows:

**Cognitive Aspect: Improved Understanding of Fiqh Concepts** Data from observations and interviews indicate that students find it easier to understand theoretical and complex Fiqh material. The use of interactive videos helps make abstract concepts more concrete. For example, in the subject of Islamic law, students were able to identify the differences between the pillars (rukun) and conditions (syarat) more accurately due to clear visualizations. One student remarked: "Before, when studying Fiqh by just reading books, I often got confused about the difference between the pillars and obligations, but after watching the video with direct explanations using images, I understood and remembered it much faster."

**Affective Aspect: Response and Learning Enthusiasm** Affectively, the use of this media triggers a change in students' attitudes in the classroom. Students demonstrate higher enthusiasm compared to when using the lecture method. This is evident from their active participation in answering interactive questions that appear during the video. The classroom atmosphere becomes more lively and no longer boring. The PAI teacher noted that students' attendance and readiness to receive lessons increased because they were looking forward to the visual "surprises" from the video.

**Psychomotor Aspects: Practicing the Rituals of the Hajj** In terms of psychomotor skills, interactive videos have a tangible impact on students' practical abilities, particularly regarding Hajj-related material. Videos that simulate the various stages of the Hajj—from the intention to enter ihram, tawaf, sa'i, to wukuf—make it easier for students to replicate the correct movements and sequence. Through these videos, students gain a spatial understanding of the locations of the Hajj rituals, so that when practicing in the field, they are no longer awkward and are able to perform the ritual sequence with precision.

### **Factors Supporting and Hindering the Implementation of Interactive**

Videos Based on data obtained through observations of facilities and infrastructure as well as interviews with school administrators and Islamic Education teachers at SMP Negeri 2 Purwantoro, several factors were identified that influence the implementation of this medium:

Using video is an incredibly effective teaching strategy for helping students to develop a more profound understanding of concepts. But, monotonous videos lacking relevant illustrations or visual aids tend to be less effective in helping students achieve their learning objectives. On the other hand, interactive and engaging educational videos are considered more effective at facilitating understanding of the subject matter because they encourage students to actively participate in the learning process.

The students in the class that used interactive video-based, problem-based learning performed better than those in the class that used conventional teaching methods. This is partly because the students in the experimental class were given the freedom to explore. With this method, students are actively engaged in solving real-world problems, rather than passively receiving information. Interactive videos allow students to visually explore complex problem scenarios and discover solutions by directly interacting with the learning content. This helps students develop critical thinking, analytical, and problem-solving skills. Using models and media is crucial to learning because media are communication tools used in the teaching and learning process.

**Supporting Factors: Readiness of Infrastructure and Technical Equipment** Findings in the field indicate that SMP Negeri 2 Purwantoro possesses excellent readiness in terms of equipment to support digital-based learning. Every classroom is equipped with an LCD projector and a stable electrical connection. Additionally, the availability of teachers' laptops and adequate school Wi-Fi access facilitates the operation of interactive video without significant technical issues. The facilities staff (Informant 3) stated: "We always ensure every classroom is ready for multimedia learning. Projectors are maintained regularly, and technicians are ready to assist if teachers encounter technical difficulties when trying to display media in class." These optimal technical conditions give teachers the confidence to innovate using interactive videos on an ongoing basis.

**Constraints: Limited Class Duration** Although supported by capable devices, the main challenge encountered was the limited duration of class time. A one-hour PAI class was felt to be insufficient to integrate the entire sequence of activities, ranging from showing an introductory video, the interactive process within the video, to group discussion sessions and reinforcement of the material. Teachers often have to cut short the discussion session or speed up the video to ensure the material is covered on schedule. One PAI teacher remarked: "Technically, there are no issues; all the tools work well. However, the challenge lies in the time. These interactive videos take more time because there are pauses for questions and discussion. Sometimes group discussions have to be ended early because the bell signaling the end of class has already rung."

## DISCUSSION

## مناقشة

### Analysis of Learning Experiences Based on Constructivism

Theory Based on the findings above, the pattern of implementing interactive videos as an icebreaker at the beginning of the lesson aligns with Mayer's (2020) Multimedia Learning theory, particularly the pre-training principle. By providing a visual overview at the outset, the cognitive load on students in absorbing complex material is reduced. Furthermore, group discussion activities following the video viewing reflect the application of Social Constructivism Theory. Interactive videos serve not only as a medium for conveying information but also as a social

stimulus that encourages interaction among students in building collective understanding. This aligns with Muhaimin's (2020) view that digital media innovations in Islamic Education must be able to shift the learning paradigm from teacher-centered to student-centered.

### **The Effectiveness of Interactive Videos in Character Building (Islamic Education)**

Based on the research findings above, the learning experiences of students at SMP Negeri 2 Purwantoro can be analyzed as follows, Cognitive Transformation through Dynamic Visualization The improvement in students' cognitive understanding of Fiqh material aligns with Paivio's Dual Coding Theory, which states that information processed simultaneously through visual and verbal channels is easier to remember. Interactive videos serve as a medium that reduces cognitive load, allowing students to construct knowledge more efficiently (Mayer, 2020). Increased Attention and Learning Motivation Increased student enthusiasm serves as evidence that interactive videos fulfill the ARCS elements: Attention, Relevance, Confidence, and Satisfaction. The interactive nature of this medium fosters deeper engagement, which, according to Muhaimin (2020), is crucial in Islamic Education so that religious values are not merely knowledge but are also embraced by students. Mental Simulation in Psychomotor Learning In the Hajj Procedures module, interactive videos serve as a mental simulation tool prior to physical practice. Based on Kolb's Experiential Learning theory, the concrete experiences students gain through visual observation of the videos accelerate their transition to the active experimentation stage (practice). This demonstrates that digital technology can bridge the limitations of space and time in visualizing a geographically distant religious ritual (Hajj), while still allowing it to be accurately studied (Rohmah & Sari, 2022).

### **The Roles of Teachers and Students**

Based on the findings above, the analysis of factors supporting and hindering the implementation of interactive videos can be summarized as follows:

Infrastructure Synergy in the School's Digital Ecosystem The availability of adequate technical equipment at SMP Negeri 2 Purwantoro is a key factor in the successful adoption of educational technology. According to Rohmah & Sari (2022), the availability of adequate infrastructure is an absolute requirement to ensure that learning innovations do not remain merely theoretical. This condition enables the creation of a learning environment conducive to the application of Multimedia Learning theory, where visual and auditory elements can be presented without technical disruptions that might break students' concentration.

Time Management in Active Learning Constraints related to lesson duration indicate challenges in time management when implementing activity-based learning. Interactive videos demand higher levels of active engagement compared to lecture-based methods, thus requiring more flexible time allocation. This aligns with Mulyasa's (2021) perspective on modern curriculum implementation, where depth of understanding (quality) often conflicts with the need to cover a broad scope of material within limited time (quantity). To address this, efficiency strategies such as the flipped classroom method are needed, where students can access interactive videos before class begins, allowing time at school to be fully focused on discussion and reinforcing practice (Irna, 2025).

## **CONCLUSSION**

## **خاتمة**

Based on the results of the research and discussion regarding the analysis of Islamic Religious Education (IRE) learning experiences through interactive video media at SMP Negeri 2 Purwantoro, the following key conclusions can be drawn: Strategic Implementation of Interactive

Media: IRE instruction using interactive videos was conducted through a systematic approach that utilized technology as a cognitive trigger at the beginning of the session to enhance student attention. This integration was followed by group discussion activities that used the video content as a shared reference, thereby shifting the learning paradigm from passive-informative to active-collaborative. Holistic Transformation of the Learning Experience: Cognitive Domain: The use of interactive videos has proven to enhance students' understanding of abstract Fiqh material through dynamic visualizations that clarify differences in Islamic concepts and laws. Affective Domain: This medium successfully boosts students' resilience and enthusiasm for learning, fosters a participatory classroom atmosphere, and deepens their appreciation of spiritual values. Psychomotor Domain: In materials on worship procedures (such as Hajj rituals), interactive videos serve as an accurate mental simulation tool, enabling students to practice the sequence of movements precisely and systematically. Supporting and Hindering Dynamics: : The success of this innovation is significantly supported by the school's digital infrastructure and the availability of adequate technical equipment. However, its effectiveness is still hampered by the limited duration of class periods, which is not yet fully commensurate with the depth of interactive activities required in a technology-based Islamic Education curriculum.

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