

ANALYSIS OF INTERACTIVE LEARNING MEDIA IN PAI SUBJECTS AT STATE ELEMENTARY SCHOOL 050683 TANJUNG SELAMAT LANGKAT

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ABSTRACT

Abstrak: Dalam era digital saat ini, pemanfaatan media pembelajaran interaktif menjadi alternatif yang efektif untuk meningkatkan kualitas pembelajaran PAI di sekolah dasar. Penelitian ini bertujuan untuk menganalisis secara mendalam bagaimana pemanfaatan media pembelajaran interaktif pada mata pelajaran Pendidikan Agama Islam di SD Negeri 050683 Tanjung Selamat Langkat. Metode yang digunakan adalah Kualitatif dengan pendekatan deskriptif dan penelitian lapangan (*field research*). Dalam menganalisis data, prosesnya dilakukan dengan langkah-langkah reduksi data, penyajian data, dan penarikan kesimpulan, sesuai dengan model analisis data kualitatif Miles dan Huberman. Hasil penelitian ini menunjukkan bahwa pemanfaatan media interaktif dalam pembelajaran Pendidikan Agama Islam (PAI) di SD Negeri 050683 Tanjung Selamat Langkat memiliki dampak signifikan terhadap keterlibatan dan pemahaman siswa. Penelitian ini juga memberikan pemahaman baru bahwa media interaktif bukanlah satu-satunya faktor kunci keberhasilan. Keberhasilan pembelajaran PAI bergantung pada sinergi antara media, peran guru, kesiapan fasilitas, dukungan sekolah, dan keterlibatan siswa itu sendiri.

Kata Kunci: *Media Pembelajaran; Pembelajaran Interaktif; Pendidikan Agama Islam*

Abstract: In today's digital era, the use of interactive learning media is an effective alternative to improve the quality of Islamic Religious Education learning in elementary schools. This study aims to analyze in-depth how the use of interactive learning media affects Islamic Religious Education subjects at SDN 050683 Tanjung Selamat Langkat. The method used is Qualitative with a descriptive approach and field research. In analyzing the data, the process is carried out with the steps of data reduction, data presentation, and concluding, by the Miles and Huberman qualitative data analysis model. The results of this study indicate that the use of interactive media in Islamic Religious Education (PAI) learning at SDN 050683 Tanjung Selamat Langkat has a significant impact on student engagement and understanding. This study also provides a new understanding that interactive media is not the only key factor for success. The success of Islamic Religious Education learning depends on the synergy between the media, the role of teachers, the readiness of facilities, school support, and the involvement of the students themselves.

Keywords: *Learning Media; Interactive Learning; Islamic Religious Education*



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A. INTRODUCTION

Islamic Religious Education has a strategic role in shaping the character and spiritual values of students from an early age. However, monotonous and less varied learning approaches often become obstacles to achieving these goals. In today's digital era, the use of interactive learning media is an effective alternative to improve the quality of Islamic Religious Education learning in elementary schools (Halimah et al., 2021).

In various elementary schools, including SD Negeri 050683 Tanjung Selamat Langkat, there is a tendency for Islamic Religious Education teachers to still rely on lecture methods and the use of conventional media such as blackboards and textbooks. This has an impact on the low level of active student participation in the learning process. Meanwhile, there is research that shows that the integration of interactive media can increase student motivation and learning outcomes in Islamic Religious Education subjects (Fedi, 2023). Although educational technology has developed rapidly, there are still many Islamic Religious Education teachers who have not utilized interactive learning media optimally. Factors such as lack of training, limited facilities, and minimal institutional support are the main obstacles. The use of interactive media has proven effective in increasing student understanding and involvement in Islamic Religious Education learning.

Interactive learning media has become an important component in improving the effectiveness of Islamic Religious Education (PAI) learning at the elementary school level. The use of interactive media, such as videos, educational applications, and digital platforms, can help students understand PAI material better and increase their involvement in the learning process. Research by Rahmah and Anam (2025) shows that the application of interactive learning media at SMA Ta'miriyah Surabaya significantly improves students' understanding of religious values and encourages active class participation (Auliya Rahmah & Saeful Anam, 2025). Likewise, a study by Fitri et al. (2025) emphasizes the importance of planning and developing interactive learning media that are in accordance with student characteristics to achieve optimal learning outcomes (Fitri et al., 2025). Both of these studies emphasize that the integration of interactive media in PAI learning can create a more interesting and effective learning environment.

However, the implementation of interactive learning media in PAI learning is not free from various challenges. Anitawati (2024) in her research at SD Negeri 054936 Wonorejo found that although Islamic Religious Education teachers had used learning media, their use was still limited to simple media such as pictures and posters. Lack of training and limited facilities were inhibiting factors in the use of more complex digital media (Anitawati, 2024). In addition, research by Handayani et al. (2022) demonstrated that the use of interactive multimedia can enhance student activity and learning outcomes in Islamic Religious Education subjects; however, its success is highly dependent on teacher readiness and support from educational institutions (Handayani et al., 2022). Therefore, to optimize the use of interactive media, adequate training is needed for teachers and the provision of supporting facilities.

The effectiveness of interactive learning media in increasing students' interest and motivation to learn has also been proven in various studies. Nursamsi et al. (2024) in their study at MIS Roudlotul Ulum found that the application of interactive media, such as learning videos and quiz applications, can increase students' interest in learning from 60% to 85%, as well as increase cognitive test results from an average of 70 to 85 (Nursamsi et al., 2024). This study shows that interactive media not only makes learning more interesting but is also effective in improving students' understanding of Islamic Religious Education material. However, to achieve maximum results, it is important for teachers to choose media that are appropriate to the material and characteristics of students, and ensure that the use of the media is supported by adequate infrastructure.

Based on the literature review that has been conducted, previous studies such as by Rahmah and Anam (2025) focused more on interactive learning media at the high school level within the context of Islamic Religious Education learning, while Fitri et al. (2025) emphasized the planning of interactive media development without exploring its implementation directly in the field. Research by Anitawati (2024) and Handayani et al. (2022) tends to discuss the effectiveness of interactive media in general at the elementary and Islamic Religious Education levels but is still limited to certain forms of media such as multimedia and video without considering the local context and limitations of schools in rural areas. In addition, research by Nursamsi et al. (2024) does show an increase in interest in learning through interactive media but has not described in depth how teachers choose and optimize interactive media that are appropriate to the characteristics of elementary school students. Therefore, this study has differences and uniqueness by focusing on an in-depth analysis of the use of interactive learning media in Islamic Religious Education subjects at SD Negeri 050683 Tanjung Selamat Langkat, which has not been widely studied, especially in the context of real implementation in public elementary schools with limited facilities and infrastructure.

The purpose of this study is to analyze in depth how interactive learning media is utilized in Islamic Religious Education subjects at SD Negeri 050683 Tanjung Selamat Langkat, including the selection of media used by teachers, obstacles faced, and solutions implemented to optimize the learning process. The problem of this research is based on the phenomenon of low interest and understanding of students in Islamic Religious Education material in elementary schools, which is exacerbated by the limited innovation of teachers in utilizing interactive learning media, even though technology is currently developing rapidly. Many teachers still use conventional methods such as lectures and whiteboards, while interactive learning media such as videos, learning applications, or digital platforms are rarely utilized optimally. Based on previous studies, the use of interactive learning media has been proven to increase student understanding and involvement. It is hoped that this research can add to the picture of the use of interactive learning media, especially at the elementary school level, to help teachers improve optimal learning.

B. METHOD

This study uses a qualitative descriptive approach with a field research method. Qualitative descriptive research was chosen because it aims to provide an in-depth description of the use of interactive learning media in Islamic Religious Education subjects at SDN 050683 Tanjung Selamat Langkat. The researcher will describe in detail how teachers choose, use, and optimize interactive learning media in the learning process, and identify factors that influence the success or obstacles in the use of these media. The subjects of the study were Islamic Religious Education teachers at SDN 050683, and students in grades IV-VI. Data collection was carried out through observation, in-depth interviews, and documentation, to obtain valid, relevant, and in-depth data on the focus of the study.

The data analysis process was carried out with the steps of data reduction, data presentation, and conclusion, by the Miles and Huberman qualitative data analysis model. The researcher will review the results of interviews, observation notes, and related documents such as lesson plans, teaching materials, or photos of learning activities, then categorize the findings based on certain themes, such as the type of media used, the form of its use, the obstacles faced, and the solutions taken. Data validity will be strengthened by source triangulation. The results of the study are expected to provide a real and comprehensive picture related to the use of interactive learning media in Islamic Religious Education learning at SD Negeri 050683, as well as being a reference for improving and developing Islamic Religious Education learning strategies at the elementary school level.

C. RESULTS AND DISCUSSION

Result

Types and Utilization of Interactive Learning Media

The results of the study indicate that Islamic Religious Education (PAI) teachers at SD Negeri 050683 Tanjung Selamat Langkat have actively implemented the use of interactive learning media in the teaching and learning process. The types of media often used by teachers include audio media, such as speakers to listen to the reading of the holy verses of the Qur'an to students, and audio-visual media, such as learning videos played through a projector (in focus) and PowerPoint presentations (PPT). The use of this media is not only carried out as a variation of learning but also as an important strategy to improve the quality of delivering PAI material. With interactive media, teachers can create a more interesting, lively, and communicative learning atmosphere so that students can more easily understand the abstract concepts contained in PAI material, such as Islamic values, moral formation, and Islamic history.

The selection of interactive media is not without consideration. Teachers consider the characteristics of elementary school students who

tend to get bored quickly, need visual stimulation, and are more responsive to learning that uses a variety of methods and media. PAI materials that are quite complex, such as the concept of faith, the pillars of Islam, the history of the Prophet's struggle, to commendable morals, require more concrete explanations so that students can internalize these values well. Therefore, interactive media is seen as an important tool to convey abstract material to be more real and easy to understand. For example, when discussing the history of the Prophet Muhammad SAW, the teacher plays a video depicting the journey of hijrah or the events of the Battle of Badr, so that students get a clearer visual picture.

In the implementation process, teachers also systematically compile the use of interactive learning media in learning devices, especially in the Learning Implementation Plan (RPP), and adjust it to the applicable curriculum (Independent Curriculum). This compilation is carried out by considering several important aspects, such as learning objectives, basic competencies that must be achieved, student characteristics, and the availability of facilities at school. For example, the use of learning videos about noble morals is designed for basic competencies about honest and disciplined behavior. Teachers also pay attention to the learning time available and ensure that the media is relevant to the material being taught. With careful planning, the use of interactive media becomes more effective and focused.

In addition, the use of interactive media is also intended to build two-way communication between teachers and students. Media such as video, sound, and images are not only a means of presenting information, but also a stimulus to foster curiosity, provoke discussion, and motivate students to ask questions. In some cases, Islamic Religious Education teachers use learning videos as a discussion starter in class, where after watching, students are invited to discuss the meaning of the values shown, such as honesty, helping each other, or tolerance. This interaction shows the role of interactive media as a bridge to create participatory and meaningful learning.

Purpose of Use and Student Response

The main purpose of using interactive media in Islamic Religious Education (PAI) learning at SD Negeri 050683 Tanjung Selamat Langkat is to create more dynamic learning and be able to answer the challenges of 21st-century learning. PAI teachers realize that PAI learning is not only about delivering religious material textually, but must also involve learning experiences that touch on students' cognitive, affective, and psychomotor aspects. By using interactive media, teachers hope to reduce student boredom, help them understand the material visually and auditorily, and motivate students to be actively involved in the learning process.

In addition to being a visual aid, interactive media is also used by teachers to convey moral messages and Islamic values more realistically.

For example, when discussing the importance of prayer, teachers not only explain the theory but also play videos that show how to pray properly and correctly. This is expected to foster a deeper understanding in students and motivate them to practice the teachings they have learned. Teachers also use media to display illustrations of exemplary stories from the prophets and companions, so that these exemplary values can be more easily digested by students, especially those who are still in elementary school.

Not only to clarify the material, interactive media is also used by teachers to create a more enjoyable learning atmosphere. Teachers realize that elementary school students have limited attention spans and get bored easily, especially if learning is only done using the lecture method. By presenting interactive media, such as video, sound, and image displays, teachers can create a more lively and interactive learning atmosphere. This makes students feel more involved and have a more memorable learning experience.

The results of interviews with teachers showed that student's responses to the use of interactive media were very positive. Students felt more enthusiastic and excited when learning materials were delivered with the help of media. Teachers said that when interactive media was used, the classroom atmosphere became more conducive, with students who were more focused, not easily distracted, and more active in participating in learning activities. Teachers saw a change in students' attitudes, which previously tended to be passive, becoming more active in asking questions, answering questions, and being involved in class discussions.

In addition to increasing attention, interactive media also encourages active student participation. Several students who previously lacked confidence in expressing their opinions began to dare to speak and ask questions when videos or images were displayed in front of the class. Teachers felt helped by the presence of interactive media because students found it easier to understand learning topics and were quicker to grasp the concepts being taught. Students not only receive the material passively, but also actively discuss, provide responses, and are even able to connect the material to their daily lives.

The positive impact of using interactive media is also seen in the increase in students' understanding of Islamic Religious Education material. Teachers reported that after learning with interactive media, students were better able to remember the material, re-explain the concepts that had been learned, and show a better understanding of religious values. In addition, Islamic values such as honesty, patience, and mutual assistance began to be reflected in students' attitudes outside the classroom. This shows that interactive media not only helps understand the material but also supports the process of internalizing moral values in daily life.

Overall, the use of interactive media in Islamic Religious Education learning at SD Negeri 050683 Tanjung Selamat Langkat has been proven to

contribute greatly to the achievement of learning objectives. Interactive media helps create a more enjoyable learning experience, increases students' learning motivation, and supports understanding and appreciation of Islamic Religious Education material. These findings are an important basis for Islamic Religious Education teachers to continue to develop creativity in choosing and utilizing learning media, as well as for schools to support the provision of supporting facilities so that Islamic Religious Education learning is increasingly qualified and relevant to the needs of students in this modern era.

Supporting Factors, Constraints, and Impacts

This study found that the success of utilizing interactive media in Islamic Religious Education learning at SD Negeri 050683 Tanjung Selamat Langkat did not just happen, but was influenced by several supporting factors that complement each other. One important factor is thorough learning planning, which is carried out by teachers through the preparation of a Learning Implementation Plan (RPP). In the RPP, teachers have designed media selection according to basic competencies, competency achievement indicators, and student characteristics. This planning helps teachers to stay focused on learning objectives and ensure that the media used is relevant to the material being delivered.

In addition to good planning, another factor that supports the success of utilizing interactive media is the teacher's experience in selecting and using the right media. Islamic Religious Education teachers at this school are quite accustomed to utilizing technology-based learning media, so they do not experience significant difficulties in operating tools such as laptops, projectors, or audio devices. This ability is obtained through years of teaching practice and training support received from various professional development activities, both facilitated by the school and independently attended.

The training received by teachers, both through the Teacher Working Group (KKG) and activities such as webinars and online seminars, is also a significant supporting factor. This activity provides an opportunity for teachers to update their knowledge and skills in utilizing learning technology. Teachers also get inspiration from the experiences of colleagues in overcoming obstacles that may arise when using interactive media in the classroom. With the discussion forum and sharing of good practices, teachers feel more confident in trying new learning methods that are more interesting for students.

However, the study also revealed several obstacles faced by teachers in utilizing interactive media. One of the main obstacles is the limited supporting facilities in the school, especially tools such as projectors (LCD) which are only available in one unit for shared use. As a result, teachers have to take turns accessing the equipment, which sometimes causes time constraints in preparing and implementing learning. In addition, another

obstacle faced is the limited learning duration according to the lesson schedule, so teachers cannot always utilize interactive media optimally in each meeting.

Despite the limitations, the positive impact of utilizing interactive media is still clearly visible. Teachers noted an increase in students' academic scores after the application of interactive media in Islamic Religious Education learning. Students showed a better understanding of the material, such as the history of the Prophet, procedures for worship, and noble moral values. In addition, students became more enthusiastic in following lessons, actively giving opinions, and more confident in asking questions. These changes show that interactive media not only helps cognitive understanding but also hones students' communication skills and courage.

In addition to cognitive impacts, the use of interactive media also has a positive influence on students' affective and psychomotor aspects. For example, students are more involved in group discussions, dare to present their work results and show better manners. Several teachers also observed an increase in students' practical skills, such as the ability to operate simple technological devices, which indirectly supports the development of 21st-century skills that are relevant to their future.

Discussion

The results of the study showed that the use of interactive media in Islamic Religious Education learning at SD Negeri 050683 Tanjung Selamat Langkat had a positive impact on the teaching and learning process. Interactive media such as learning videos, PowerPoint presentations, and quiz applications were used to facilitate the delivery of abstract material to be more concrete and easier for students to understand (Aqmarina & Joko Susilo, 2025). This finding is in line with research by Handayani, Mansur, and Rusdi (2022) which stated that the use of interactive multimedia is effective in increasing student activity and learning outcomes in Islamic Religious Education subjects.

Students' positive responses to the use of interactive media were also reflected in their increased participation and enthusiasm during the learning process. Students became more focused, actively asked questions, and were involved in class discussions. This supports the findings of research by Nursamsi, Hidayati, and Nurlaila (2024) which showed that the application of interactive learning media can increase students' interest and understanding of Islamic Religious material.

Supporting factors for the success of using interactive media in Islamic Religious Education learning include careful planning in the Learning Implementation Plan (RPP), teacher experience in selecting and using appropriate media, and training obtained through the Teacher Working Group (KKG) and webinars. According to Pratiwi and Hidayat (2023), teacher readiness in designing learning, including selecting the right

media, plays an important role in the success of the teaching and learning process (Alfida Puspaningrum et al., 2024).

However, this study also identified several obstacles in the use of interactive media, such as limited equipment in schools, for example, only one LCD projector unit is available so it must be used alternately with other teachers. In addition, time constraints in lesson units make it difficult for teachers to maximize the use of interactive media as a whole. These obstacles are in line with the findings of research by Hasanah and Puspitasari (2020) which stated that limited facilities and time are obstacles to the implementation of learning technology in rural areas.

Despite the obstacles, the use of interactive media has been shown to have a positive impact on student learning outcomes. Teachers mentioned an increase in students' academic grades, active involvement in the learning process, and changes in better learning attitudes. Students who were initially less active became more involved, more focused, and showed greater interest in following Islamic Religious Education lessons. This finding supports research by Aziz (2015) which states that the development of Android-based interactive learning media can increase student participation and learning outcomes in Islamic Religious Education subjects (Aziz, 2015).

This study also shows that the use of interactive media in Islamic Religious Education learning can improve students' understanding of religious values in more depth. Interactive media allows students to see and hear directly through the media that is displayed so that the material presented becomes more lively and meaningful. In the context of Islamic Religious Education learning in elementary schools, the use of interactive media can also help students develop attitudes and behaviors that are in accordance with religious values. Through interactive media, students can see examples of good behavior and understand the consequences of actions that are not by religious teachings. This is important in forming students' character from an early age.

This study also shows that the use of interactive media in Islamic Religious Education learning can increase students' learning motivation. Students become more motivated to learn because the material is presented in an interesting and fun way. This supports research by Anam (2015) which states that the use of interactive learning media can increase students' interest in learning Islamic Religious Education subjects.

In its implementation, teachers need to consider the selection of interactive media that is to the characteristics of students and the material to be delivered. Teachers also need to master the use of these media to optimize the learning process. Training and mentoring for teachers in the use of interactive media is very important to improve their competence in integrating technology into learning. According to Manurung (2021), teacher

training in the use of interactive multimedia can improve the effectiveness of Islamic Religious Education learning (Manurung, 2021).

Overall, this study shows that the use of interactive media in Islamic Religious Education learning at SD Negeri 050683 Tanjung Selamat Langkat has an important role in improving the effectiveness of learning. Although there are several obstacles, the benefits obtained from the use of interactive media, such as increasing student participation, understanding, and learning motivation, indicate that interactive media is an effective tool in supporting the achievement of Islamic Religious Education learning objectives. Therefore, efforts to increase the availability of facilities and training for teachers in the use of interactive media need to be continued.

D. CONCLUSION

The conclusion of this study shows that the use of interactive media in Islamic Religious Education (PAI) learning at SD Negeri 050683 Tanjung Selamat Langkat has a significant impact on student engagement and understanding. The results of this study also provide a new understanding that interactive media is not the only key factor for success. The success of PAI learning depends on the synergy between media, the role of teachers, the readiness of facilities, school support, and the involvement of students themselves. Thus, although interactive media has great potential, its implementation needs to be supported by careful planning, the availability of adequate facilities and infrastructure, and the strengthening of the capacity of teachers to utilize learning technology so that its benefits are truly optimal and sustainable.

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