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Research Article

The Development of Interactive Learning Media for Islamic Religious Education in Elementary Schools in Indonesia

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Abstract
In today's digital era, conventional teaching methods often fail to captivate students, making interactive media a promising solution. Interactive media combines visual, audio, and participatory elements, providing a more engaging and effective learning experience. The development process includes analyzing student needs and curriculum, selecting appropriate technology, creating interactive content, conducting trials, and evaluating effectiveness. This study uses a qualitative approach. Primary data sources in qualitative research are the words of the interview results obtained from primary data including respondents from teachers and students in SDMT Ponorogo. Data collection is carried out by means of snowball sampling. The data collection technique in this study is through observation, in-depth interviews and documentation. The data obtained during the study, both primary and secondary data are then processed and analyzed using Miles and Huberman model. The validity test of data in qualitative research includes tests, credibility, transferability, dependability, and confirmability. The article highlights the benefits of interactive media, including increased student motivation, improved understanding of abstract religious concepts, and the development of critical thinking skills. This approach not only modernizes religious education but also ensures that students remain interested and actively involved in learning. Through proper testing and implementation, interactive media can significantly enhance the quality of Islamic Religious Education at SDMT Ponorogo. The developed media, which consists of animated videos, interactive quizzes, and educational games, is able to make the learning process more engaging and increase student engagement.

Keywords: Interactive Learning Media, Islamic Religious Education, Digital Education

1. INTRODUCTION

Islamic Religious Education in elementary schools has an important role in shaping the character and morals of the younger generation. Through religious learning, students are taught the values of faith, devotion, and noble morals that are the foundation in daily life. However, the ongoing education process and its application have not all met expectations considering the conditions and obstacles faced, guidelines and guidelines are needed in fostering Islamic religious education. This all refers to the strategic effort in the general policy strategic plan, namely the improvement of the special quality of Islamic religious education in elementary schools, the improvement of the quality itself is related to the quality of the implementation and learning outcomes of Islamic religious education in students who attend education in schools (Kosim, 2015). The subjects of Islamic Religious Education in Elementary Schools as a whole are within the scope of the Qur'an and ai-Hadith, faith, morality, fiqh, and history. The scope of Islamic religious education includes the realization of harmony, harmony and balance of human relationships with Allah SWT, oneself, fellow humans, his creatures and the environment So Islamic religious education is a conscious effort made by educators in order to prepare students to believe, understand, and practice Islamic

teachings through guidance, teaching or training activities that have been determined to achieve the goals that have been achieved (Shunhaji, 2019). However, in the face of technological developments and changes in student learning patterns in the digital era, conventional learning methods such as lectures and textbooks are often perceived as less attractive and effective. The role of teachers in teaching and learning activities is very large, a teacher must be able to realize active learning, meaning that students are included in various learning activities. And it is expected to be able to increase the mental involvement of students in the teaching and learning process, students in their emotional, spiritual and intellectual aspects (Agustina et al., 2020).

At SDMT Ponorogo, this phenomenon is also a challenge that must be overcome to ensure that students remain interested and active in the Islamic Religious Education learning process. The development of information technology has opened up opportunities to present more interactive and innovative learning methods (Syamsi, 2024). The use of interactive learning media, such as digital applications, educational videos, and educational games, is one approach that can increase student engagement in learning. Interactive media not only helps students understand the material more easily through visualization, but also creates a more fun and participatory learning environment. The main role of interactive media in Islamic Religious Education learning is as a tool to deliver material. So that teachers do not only give lectures in front of the class, because it will only include a few students with other students. In addition, it is also a source of learning in understanding a material (Chasokela, 2024; Dewi et al., 2020).

The importance of interactive learning in Islamic Religious Education subjects lies in its ability to overcome the limitations of conventional learning methods, such as lectures and textbooks, which are often less attractive to students, especially in this digital era, where students are more familiar with technology and visual media; By using interactive media such as animations, videos, quizzes, and educational games, students can learn more actively and engaged, as well as better understand abstract religious concepts through visualization and fun learning experiences, which in turn can increase learning motivation, deepen their understanding of religious values, and help in forming stronger and virtuous characters; Therefore, interactive learning is essential to create a dynamic, engaging, and relevant learning environment that is relevant to students' needs in developing an understanding of religion. The development of this interactive learning media is very relevant to the needs of students at SDMT Ponorogo, who are increasingly accustomed to digital technology in their daily lives. Interactive media such as educational games can also be used to teach Islam. Educators sometimes need quick feedback to improve learning and reduce students' lack of understanding of the material. Games, on the other hand, can be the right solution because they can provide precise and contextual feedback (Fatkhulloh & Mardiyah, 2023). In addition, the use of multimedia in learning is very necessary in the application of interactive media that can be presented through computer media which can also be referred to as e-leanrnig. E-learning can be interpreted as learning delivered by digital devices such as smart phones or a laptop computer designed to support learning activities (Ardiansyah, 2022).

According to research conducted by (Ermawati et al., 2022) shows that the importance of developing learning media to increase the learning interest of grade IV students of SDN Hilir Mesjid with an average pretest score of 41.5 and an average posttest score of 67.83. The average score of the N-gain score of students' learning interest was obtained with a result of 0.44 with the criterion of "moderate" value. Therefore, it is important to design learning media that are not only in accordance with the curriculum, but also attractive and easily accessible to students. This research focuses on the process of developing interactive learning media designed to help students understand the basic concepts in Islamic Religious Education in a more effective way. Through this research, it is hoped that the interactive learning media developed can provide solutions to the challenges in Islamic Religious Education learning, as well as improve the quality and effectiveness of the learning process at SDMT Ponorogo.

2. METHODS

2.1. Research Design

This study uses a qualitative approach, which is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors (Moleong, 2001). The type of research used is a case study. A case study is a study conducted on a "system unity". This unity can be

in the form of programs, activities, events. A case study is a research that is directed to collect data, take meaning, and gain an understanding of the case. The data collection technique in this study is through observation, in-depth interviews and documentation. The data obtained during the study, both primary and secondary data are then processed and analyzed using Miles and Huberman model data analysis techniques, data reduction, data presentation and drawing conclusions (Sugiyono, 2010).

2.2. Participants and Data Collection

The data collected in this study are data that are in accordance with the focus of the research. Data collection is carried out by means of snowball sampling, namely key informants appoint people who know the problem to be researched to complete their statements and appointed people and appoint other people if the information is inadequate (Mantja, 2007). Primary data sources in qualitative research are the words of the interview results obtained from primary data including: Respondents from teacher and student in SDMT Ponorogo. While the secondary data is the documentation of teaching and learning activities in the field related to this research and relevant books. Data collection techniques are carried out in natural settings, primary data sources, and data collection techniques are more systematic observations, structured interviews and official documentation (Sugiyono & Kuantitatif, 2009).

2.3. Data Analysis

Examination of the validity of data is basically, in addition to being used to refute accusations against qualitative research that says it is not scientific, it is also an inseparable element of the body of qualitative research knowledge. In order for the data in qualitative research to be accounted for as scientific research, it is necessary to conduct a data validity test. The validity of the data is carried out to prove whether the research carried out is really scientific research as well as to test the data obtained. The validity test of data in qualitative research includes tests, credibility, transferability, dependability, and confirmability (Sugiyono, 2007).

3. RESULTS AND DISCUSSIONS

Learning media is a tool, method, or technique used in the learning process to effectively convey subject matter to students. These media can be teaching materials, technology devices, or activities designed to facilitate interaction between educators and learners, with the goal of improving understanding, engagement, and learning outcomes. According to (Nurrita, 2018) Learning media is a tool that can help the teaching and learning process so that the meaning of the message conveyed becomes clearer and the goals of education or learning can be achieved effectively and efficiently. Learning outcomes are results given to students in the form of assessments after participating in the learning process by assessing knowledge, attitudes, and skills in students with changes in behavior. Learning media functions as one of the learning resources for students to obtain messages and information provided by teachers so that learning materials can be further improved and form knowledge for students. Based on research (Luviana et al., 2022) The learning media used must be adjusted to the characteristics of the material or content and the needs of students so that the teaching and learning process becomes more effective. Each learning medium has its own advantages and disadvantages, so it is important to adapt it to the learning objectives, the type of material being taught, and the needs and characteristics of students.

Learning media can be divided into several types, such as (1) Visual media in the form of images, graphs, diagrams, or maps that help students understand concepts more easily through visual representation. (2) Audio Media: Voice recordings or podcasts that are used to convey information through hearing, such as lectures or narratives. (3) Audiovisual Media: A combination of visual and audio media, such as learning videos, animations, or multimedia presentations. (4) Interactive Media: Tools or platforms that allow active interaction between students and learning materials, such as learning applications, simulations, educational games, or online quizzes. (5) Print Media: Books, modules, or other teaching materials that are printed and used directly by students. However, in the context of modern learning, technology-based learning media is increasingly popular because it can combine various multimedia and interactive elements. This media helps students learn in a way that is more engaging, interactive, and according to their respective learning styles. In this context, according to (Dila Rukmi Octaviana et al.,

2022) Improving the learning process requires interesting media that arouses enthusiasm and interest and encourages students in the process of educational and learning activities in the classroom. A good problem-solving alternative is an interactive learning media based on Microsoft Power Point that can help teachers combine all media elements such as text, images, audio, and even video and animation into an engaging learning medium. Learning media development is a process to create, design, and implement tools or platforms that are used to increase the effectiveness and efficiency of the learning process. This development aims to present the material in a more interesting, interactive, and according to the needs of students, by utilizing various technologies, methods, and strategies. According to (Mollah, 2023) The development process of existing learning media is then redesigned to make the media more attractive and can meet the needs of students in carrying out learning activities, by using various stages of design in accordance with procedures, in order to produce learning media that suits the needs and characteristics of students.

The process of developing learning media for Islamic Religious Education in elementary schools includes five main stages, namely (1) Identifying learning needs based on the curriculum, students, and learning environment. (2) Designing media that is in accordance with learning goals and needs. (3) Create and develop media according to design. (4) Using media in the classroom or in the learning process. (5) Evaluation Process to assess media effectiveness and make improvements.
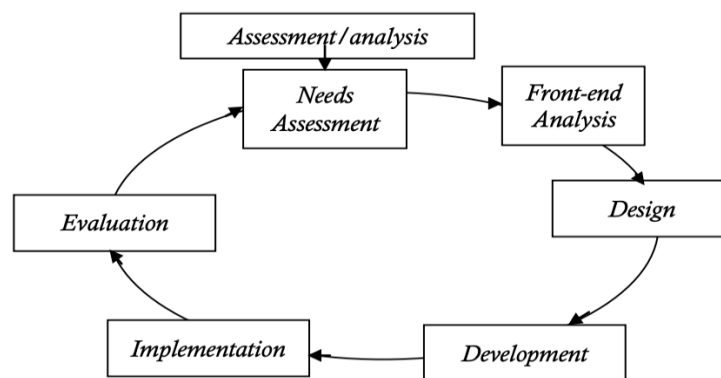

Figure 1. The Process of Developing Learning Media

The development of interactive learning media in Islamic Religious Education subjects at SDMT Ponorogo is carried out to meet the need for learning innovations that are in line with technological developments and student characteristics in the digital era. Interactive learning has great potential in increasing student motivation, participation, and learning outcomes. The development process involves needs analysis, content design, media development, classroom implementation, and media effectiveness evaluation. The developed media can be accessed through web-based platforms and mobile applications, which allow students to learn in the classroom as well as at home. At the implementation stage, this interactive media was piloted to students in grades IV and V at SDMT Ponorogo. The observation results showed that students were more enthusiastic in participating in learning using interactive media compared to conventional methods. For example, students were seen to be more excited when watching animated videos about the stories of the prophets and more actively participated in answering interactive quizzes that provided hands-on feedback. According to the head of Ponorogo SDMT, teachers must carry out more interactions (Pangastuti & Choiri, 2022).

Based on the results of interviews with Islamic Religious Education teachers at SDMT Ponorogo, it shows that teachers feel helped by the existence of this interactive media, especially in conveying material that is difficult to explain orally, such as the concept of faith or Islamic historical stories. The teacher stated that visualization in the form of animation and interaction through educational games can make the material easier for students to understand. In addition, teachers also consider that this media helps increase the variety of learning methods in the classroom, so that the learning atmosphere becomes more dynamic. On the other hand, students also give positive responses to the media used. Most students feel that interactive media makes it easier for them to understand the material and is more eager to learn. They also enjoy a more enjoyable learning experience, especially through educational games that test their knowledge in an interactive way.

Evaluation of media effectiveness is carried out through trials and data collection from comprehension tests, observations, questionnaires, and interviews. The results of the evaluation showed that this interactive learning media was effective in increasing students' understanding and motivation to learn. Based on the test results, the average student score increased significantly, and observations showed a positive change in the learning behavior of students, who were more active and involved in the learning process. From the teacher's side, this media is considered an innovation that helps the process of delivering Islamic Religious Education material. The teacher suggested that similar media can be developed for other topics in Islamic Religious Education and used sustainably in SDMT Ponorogo classes. The use of interactive learning media in Islamic Religious Education at SDMT Ponorogo has a real positive impact, both in terms of students' understanding of the material and their motivation to learn. This media has been proven to be able to overcome the limitations of conventional learning methods that are less attractive to students. By combining visual, audio, and participatory activity elements, this interactive media not only helps students understand abstract religious concepts, but also makes the learning process more engaging and enjoyable. This was also revealed in a Research Result from (Riono & Fauzi, 2022) that the use of Canvasangat application-based learning media is important in supporting the implementation of the learning process both offline and online

The success of this media is also supported by an approach that suits the needs of students in the digital era. Students who are familiar with technology feel more comfortable and interested when the learning process is presented in an interactive and technology-based form. This is in line with previous research that shows that the use of technology in education can improve student engagement and understanding. However, some of the obstacles faced are limited access to technological devices for some students, especially those from families with economic limitations. To address this, schools can facilitate the use of technology devices in classrooms or computer labs so that all students can enjoy this interactive learning. Overall, this study emphasizes the importance of innovation in learning media, especially in Islamic Religious Education subjects, to improve the quality of education at the elementary school level. Development of interactive media

One of the important findings of this study is the increase in student motivation in participating in Islamic Religious Education lessons after using interactive learning media. Students feel more interested in learning because this medium presents the material in a different way from conventional methods. The use of visual elements such as videos, images, and animations makes the material more vivid and easy to understand. In addition, interactive features such as quizzes, simulations, and digital-based tasks encourage students to participate more actively in the learning process. Students not only listen to or read the material, but also directly engage in learning activities, thus creating a more immersive learning experience. According to constructivist learning theory, students who are active in the learning process will build a stronger and more durable understanding. These findings suggest that interactive learning media can serve as an effective tool to achieve this goal.

Although the results of this study show a positive impact, there are several challenges faced in the development and implementation of interactive learning media, including: (1) Not all students have the same access to technology devices, such as computers or tablets. This is an obstacle in the implementation of interactive media-based learning evenly. (2) The implementation of interactive learning media requires technical skills from teachers. Some teachers may not be familiar with using technology in the learning process, so additional training is needed to ensure the effective use of this medium. (2) The use of interactive learning media sometimes takes more time than conventional methods, especially in terms of preparation and implementation. This is a challenge in a dense curriculum.

The development of this interactive learning media has the potential to be further developed by enriching the content and adding more varied features, such as educational games or more complex simulations. In addition, collaboration between media developers, teachers, and material experts needs to be continuously improved so that the media produced is always relevant to the development of the curriculum and the needs of students. In the long term, the integration of interactive learning media in Islamic Religious Education subjects at SDMT Ponorogo can be used as a model for the development of similar media in other schools, especially those who want to optimize technology in religious learning.

5. CONCLUSION

This study concludes that the development of interactive learning media for Islamic Religious Education subjects at SDMT Ponorogo is effective in improving the quality of learning. The developed media, which consists of animated videos, interactive quizzes, and educational games, is able to make the learning process more engaging and increase student engagement. Through the use of this media, students' understanding of Islamic Religious Education materials, especially abstract concepts, has increased significantly. The results of the implementation in SDMT Ponorogo show that students become more motivated and active in the learning process, and easier to understand the material. Teachers also stated that this media facilitates the delivery of complex materials, increases interaction between students and teachers, and adds variety in teaching methods. Thus, interactive learning media can be an innovative solution to overcome the limitations of conventional learning methods. The development of this interactive learning media has the potential to be further developed by enriching the content and adding more varied features, such as educational games or more complex simulations. In addition, collaboration between media developers, teachers, and material experts needs to be continuously improved so that the media produced is always relevant to the development of the curriculum and the needs of students.

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