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8The Effect of Using Digital-Based Interactive Learning Media on Students' Learning Motivation and Learning Outcomes in Islamic Religious Education (PAI)

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Abstrak

Islamic Religious Education (PAI) learning in schools often faces obstacles due to the dominance of conventional methods, which make students passive and reduce both learning motivation and outcomes. This study aims to describe the level of student motivation and learning outcomes and to examine the effect of using digital-based interactive learning media on motivation and learning outcomes in PAI subjects. This research employs a quantitative approach with descriptive and correlational methods. The population consists of junior/senior high school students taking PAI subjects, selected using a simple random sampling technique. Data collection techniques include Likert-scale questionnaires, learning outcome tests, and documentation Data analysis was conducted through prerequisite tests (normality, linearity, multicollinearity) and hypothesis testing using linear regression analysis at a 5% significance level. The results indicate that after utilizing digital-based interactive learning media, students' motivation and learning outcomes reached a high category. Both partially and simultaneously, the use of digital-based interactive learning media has a positive and significant effect on learning motivation (H_1 accepted) and student learning outcomes (H_2 and H_3 accepted). Utilizing digital media transforms abstract religious materials into more concrete, engaging, and relevant concepts for the digital native generation

Keywords:*Interactive Learning Media, Digital, Learning Motivation, Learning Outcomes, Islamic Religious Education*

Introduction

Islamic Religious Education (PAI) plays a strategic role in the national education system in shaping students who have faith, piety, and noble character in accordance with the mandate of Law Number 20 of 2003. PAI learning is not merely oriented toward the transfer of cognitive knowledge, but also encompasses the

affective and psychomotor domains. However, practice in the field shows that PAI is often perceived as theoretical and heavily focused on memorization due to the dominance of one-way lecturing. This passive classroom condition negatively impacts students' learning motivation, resulting in learning outcomes that frequently fail to meet the Learning Objective Achievement Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran*/KKTP) or Minimum Completeness Criteria (*Kriteria Ketuntasan Minimal*/KKM).

On the other hand, today's students are digital natives who are familiar with information technology devices and the internet. The gap between students' digital lifestyles outside the classroom and traditional teaching methods inside the classroom calls for pedagogical innovation. The use of digital-based interactive learning media—such as gamification platforms (Kahoot, Quizizz, Wordwall), visual presentations (Canva for Education), and interactive multimedia (Articulate Storyline)—offers a solution to create dynamic and immersive learning spaces.

In PAI learning, digital media can transform abstract concepts into more concrete forms, such as visualizations of the history of Islamic civilization or interactive quizzes on *tajwid* rules. Active student engagement through these media is expected to boost both intrinsic and extrinsic motivation, correlating with improved learning outcomes. Therefore, this study aims to: (1) describe students' levels of motivation and learning outcomes after using digital-based interactive learning media; (2) examine the effect of digital media on learning motivation; and (3) examine the effect of digital media on students' learning outcomes in PAI.

Methodology

This study employs a quantitative approach utilizing descriptive and correlational/associational research designs to measure the effect of the independent variable on the dependent variables. The variables in this study consist of the use of digital-based interactive learning media (X) as the independent variable, as well as students' learning motivation (Y_1) and students' learning outcomes (Y_2) as the dependent variables.

The target population of this study comprises all 8th/9th-grade students of junior high school (SMP) or senior high school (SMA) equivalent participating in Islamic Religious Education (PAI) at the designated school. The research sample was drawn using a probability sampling technique via simple random sampling, determined at a 5% margin of error.

The data collection instruments consist of: (1) Questionnaire (Survey): Employs a 5-point Likert scale to measure the use of interactive learning media (X) and students' learning motivation (Y_1). (2) Learning Achievement Test:

Consists of objective test items to measure students' cognitive competence mastery in PAI (Y_2), supplemented by observation sheets and performance assessments for the affective and psychomotor domains. (3) Documentation: Includes school profiles, student data, and academic evaluation records.

Prior to administration, instrument validity was tested using Pearson's Product-Moment correlation ($r_{calculated} > r_{table}$), and reliability was tested using Cronbach's Alpha formula ($\alpha > 0.60$). Data analysis techniques encompass descriptive statistics and inferential statistics through prerequisite testing (Kolmogorov-Smirnov normality test, linearity test, and multicollinearity test) as well as hypothesis testing using simple and multiple regression analysis (t-test and F-test) at a significance level of $\alpha = 0.05$.

Findings and Discussion

3.1. Instrument Testing and Prerequisite Analysis Results

Based on the results of instrument pilot testing using statistical software, all questionnaire items and test items were declared valid, with calculated correlation values exceeding the critical table values ($r_{calculated} > r_{table}$) at the 5% significance level. Cronbach's Alpha coefficients across all instruments were above 0.60, confirming satisfactory reliability. In the prerequisite analysis, the Kolmogorov-Smirnov normality test yielded Asymp. Sig. (2-tailed) values greater than 0.05, indicating that the data were normally distributed. Linearity testing also showed Sig. Deviation from Linearity values greater than 0.05, confirming linear relationships among the variables.

3.2. Students' Learning Motivation and Learning Outcomes Levels

Descriptive analysis indicates that students' learning motivation and learning outcomes in Islamic Religious Education (PAI) were in the high category following the implementation of digital-based interactive learning media. Regarding motivation, students demonstrated high enthusiasm, active participation in discussions, sustained attention, and strong curiosity during digital quizzes and simulations. Regarding learning outcomes, average evaluation scores increased, with the majority of students surpassing the school's Minimum Completeness Criteria (*Kriteria Ketuntasan Minimal*/KKM) or Learning Objective Achievement Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran*/KKTP).

3.3. Effect of Interactive Learning Media on Learning Motivation (H_1)

Simple linear regression results showed a calculated value exceeding the table value ($r_{calculated} > r_{table}$) with a significance value less than 0.05,

leading to the acceptance of H_1. This finding demonstrates a positive and significant effect of using digital-based interactive learning media on students' learning motivation. This aligns with Majid (2017), who notes that varied digital media help reduce boredom and increase classroom engagement. Interactive media function not merely as visual aids, but as external stimuli that trigger students' intrinsic motivation by accommodating the learning styles of digital natives.

3.4. Effect of Interactive Learning Media on Learning Outcomes (H_2)

Testing the second hypothesis produced a significance value below 0.05, leading to the acceptance of H_2. The use of digital-based interactive learning media has a positive and significant effect on learning outcomes in PAI. These results support Sardiman (2020) regarding the effectiveness of interactive media such as Quizizz in improving students' cognitive achievement. Multisensory engagement and instant feedback from digital quizzes help students construct abstract religious concepts into more concrete understandings that are easier to retain in long-term memory.

3.5. Simultaneous Effect on Motivation and Learning Outcomes (H_3)

Multiple regression analysis (F-test) showed a calculated F value greater than the table F value ($F_{calculated} > F_{table}$) with a significance probability less than 0.05, leading to the acceptance of H_3. Taken together, the use of digital-based interactive learning media exerts a significant simultaneous effect on improving students' learning motivation and learning outcomes in PAI.

Conclusion

The implementation of digital-based interactive learning media brings students' learning motivation and learning outcomes in Islamic Religious Education (PAI) into a high category, marked by increased student engagement and achievement scores above the KKM/KKTP standards. There is a statistically positive and significant effect of using digital-based interactive learning media on students' learning motivation in PAI. Furthermore, there is a positive and significant effect of using digital-based interactive learning media on students' learning outcomes in PAI, both partially and simultaneously.

PAI teachers are encouraged to be more creative in developing interactive learning media while maintaining the core essence of instilling noble moral character (*akhlakul karimah*). School leadership is also expected to support the provision of technological infrastructure and digital literacy training for educators.

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