



## The Role of Learning Media in Increasing Students' Learning Interest in Islamic Religious Education Subjects

Taufikurrahman<sup>1</sup>, Mahsur<sup>2</sup>, Sahdan<sup>3</sup>, Halil Hadiatman<sup>4</sup>

<sup>1234</sup>Institut Agama Islam Al-Manan NU Lombok Timur

Email: [S2taufikurrahman@gmail.com](mailto:S2taufikurrahman@gmail.com), [mahsur@almanan.ac.id](mailto:mahsur@almanan.ac.id), [sahdan@almanan.ac.id](mailto:sahdan@almanan.ac.id), [halilhadiatman8@gmail.com](mailto:halilhadiatman8@gmail.com)

### Abstract

The decline in students' interest in learning Islamic Religious Education subjects is one of the challenges in the world of education, especially in today's digital era. The lack of an approach that is relevant to technological developments causes learning Islamic religious education to feel monotonous and less attractive to students. In this study, the researcher wants to aim to discuss and analyze the role of learning media in increasing students' interest in learning in Islamic Religious Education subjects through literature review from various related journals. With the development of technology, it makes it very easy for teachers to convey the material to be taught, then it is also very helpful for students in understanding the material being taught. The use of technology-based learning media is believed to provide a broader, more interesting, effective and efficient learning experience in this day and age. The method used in this study is a qualitative research method with data collection techniques in the form of literature studies, which includes analysis of relevant scientific journals. The results of the study show that the role of learning media is very effective in the process of learning and teaching activities, especially in the subject of Islamic religious education. Media such as educational videos, interactive animations, Islamic podcasts, and online learning platforms are able to create a more interesting, participatory, and appropriate learning atmosphere in accordance with the characteristics of the digital generation. However, in choosing media, teachers must be creative and understanding in choosing the media that will be used to achieve learning goals according to the desired ones. Teachers must also choose easy and cheap learning media that does not burden the teacher himself and the student's parents. In addition, teachers must also be good at using technology-based learning media, such as learning applications, educational videos, and other digital platforms, because they have great potential in increasing students' interest in learning and creating an interactive, flexible, and accessible learning environment, especially in Islamic religious education subjects.

Keywords: *Role; Learning Media; Islamic Education.*

### Abstrak

Penurunan minat belajar siswa terhadap mata pelajaran Pendidikan Agama Islam menjadi salah satu tantangan dalam dunia pendidikan, terutama di era digital saat ini. Kurangnya pendekatan yang relevan dengan perkembangan teknologi menyebabkan pembelajaran Pendidikan agama islam terasa monoton dan kurang menarik bagi siswa. Dalam penelitian ini, Peneliti ingin bertujuan untuk membahas dan menganalisis peranan media pembelajaran dalam meningkatkan minat belajar siswa pada mata Pelajaran Pendidikan Agama Islam melalui kajian literatur dari berbagai jurnal terkait. Dengan berkembangnya teknologi, sangat mempermudah guru dalam menyampaikan materi yang akan diajarkan, kemudian juga sangat membantu siswa dalam memahami materi yang diajarkan. penggunaan media pembelajaran berbasis teknologi diyakini dapat memberikan pengalaman belajar yang lebih luas, menarik efektif dan efisien pada zaman sekarang ini. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan teknik pengumpulan data berupa studi literatur, yang mencakup analisis terhadap jurnal-jurnal ilmiah yang relevan. Hasil penelitian menunjukkan bahwa peran media pembelajaran sangat efektif dalam proses kegiatan belajar dan mengajar khususnya pada mata Pelajaran Pendidikan agama Islam. Media seperti video edukasi, animasi interaktif, podcast Islami, dan platform pembelajaran daring mampu menciptakan suasana belajar yang lebih menarik, partisipatif, dan sesuai dengan karakteristik generasi digital. Namun dalam memilih media guru harus kreatif dan paham dalam memilih media yang akan digunakan untuk mencapai tujuan pembelajaran sesuai dengan yang diinginkan. Guru juga harus memilih media pembelajaran yang mudah dan murah yang tidak membebani guru itu sendiri dan orang tua siswa. Selain itu guru juga harus pandai menggunakan media pembelajaran berbasis teknologi, seperti aplikasi pembelajaran, video edukatif, dan platform digital lainnya, karena memiliki potensi besar dalam meningkatkan minat belajar siswa dan menciptakan lingkungan belajar yang interaktif, fleksibel, dan mudah diakses khususnya pada mata Pelajaran Pendidikan agama Islam.

Kata kunci: *Peranan; Media Pembelajaran; Pendidikan Islam.*

## Introduction

The world of education in Indonesia is increasingly experiencing very rapid development. This development can be felt today. In the current development of Science and Technology (IPTEK), educators and students are strongly encouraged to be more creative in making active learning. Islamic Religious Education (PAI) learning in fact still faces a number of quite serious challenges, especially related to students' interest and involvement in the learning process. So far, the PAI learning pattern tends to be monotonous because it is still dominated by conventional methods, such as lectures and written assignments. This method does have advantages in conveying information directly, but on the other hand, it is not able to arouse students' interest in learning actively and creatively (Qori Amarullah & Fatmah Wahidah, 2021). In the Journal (Qutub, 2025).

Responding to this problem, innovation is needed in the PAI learning process that can provoke students' interest and active participation. The use of media is considered to have a high level of effectiveness on the communication process than without involving the media. In KBM, the use of media in the delivery of information from educators/teachers to educated/students is referred to as educational media, it can also be said to be a tool to assist the KBM process (Hardianto 2016). In (Chairunnisa et al, 2023). In learning activities, of course, there are several things that are needed as supporting factors, it is good if teachers and parents participate in supporting children's learning activities by providing supporting facilities, such as electronic media such as smartphones, laptops, computers, and

adequate internet connections.(Effanne & Adri, 2022).

The use of media in teaching Islamic religious education should be a part that must receive attention from educators as facilitators in every learning activity. Learning media is an indispensable element in learning activities because media is used as a tool that plays an important role in the learning process.(Mukholifah, 2020). Despite its great potential, the use of media and technology in Islamic education (PAI) is still at a stage that is not optimal. The integration of media and technology into the PAI curriculum has the potential to improve the quality of education and make it easier for students to understand the material presented. Through the application of technology and media in PAI learning, the learning process that was previously normative can be changed to be more innovative, creative, and effective. (Rohmatun et al., 2024).

Therefore, with the existence of media, students will be more motivated to learn, encourage students to write, speak, and imagine more aroused (Tafonao, 2018; in the journal (Nurfadhillah et al., 2021)Media is any tool that may be used as a distributor of information to achieve teaching goals (Djamarah, 2002). Monon (2010) in (Lathifah & Hidayati, 2021). According to Gegne (1970: 1) in (Sapriyah, 2019) stating that media is various types of components in the student's environment that can stimulate him to carry out the learning process. From the explanation above, we can understand that education at this time has very rapid progress with the presence of science and technology today will make it easier for teachers to convey the meter to be taught. Learning media can also arouse students' interest in the teaching and learning process

of Islamic religious education, because the presence of various learning media can make it easier for students to understand the material being taught.

Learning Media must actually acknowledge the presence of technology at this time and then adopt it and utilize it in the learning process. Currently, technology is very popular with the public, especially among teenagers. (Yuliawati Yunus1, 2018). With the presence of learning media, teachers can distract students, so that they do not get bored and bored quickly in the teaching and learning process. According to (Miftah: 2013: 98; in the journal (A. P. Wulandari et al., 2023). Given the position of the media in the learning process, the media is a very important part, this needs to get the attention of teachers, teachers inevitably have to realize the importance of media to facilitate teaching and learning activities that will help students in learning. Therefore, in choosing media, it must be really appropriate so that the desired learning goals of Islamic religious education can be achieved effectively and efficiently. Which with the use of this learning media, it will support the effectiveness, efficiency and also attractiveness in learning Islamic religious education while increasing students' interest in learning.

Therefore, teachers need to plan and design the media carefully before learning begins. And realize the importance of learning media in the teaching and learning process. Teachers must also be aware that without learning media. Learning Islamic religious education will be boring and boring so that the learning process will not run effectively. Learning media is needed in learning Islamic religious education as has been proven in research.(Magfirah et al, 2025) The role of digital media in increasing students' interest in learning in PAI subjects.

The use of digital media can be a strategic solution to overcome the decline in students' interest in learning PAI, as long as it is supported by teacher readiness, equitable access to technology, and the availability of content that is in accordance with Islamic values. Further research based on empirical data is expected to test more deeply the effectiveness of certain digital media in increasing the motivation and religious understanding of students at various levels of education. The purpose of this article is to make teachers understand the role of media as a tool for learning effectiveness in increasing students' interest in learning Islamic religious education.

In addition, it aims to highlight the characteristics and roles of learning media, as well as detail its benefits in achieving better quality education and knowing the effectiveness and obstacles in using learning media. In choosing learning media, it is emphasized so that teachers are more creative in designing, so as not to burden teachers and parents of students, the use of media around is emphasized in addition to technology-based media. Teachers try to adjust to regional conditions, parents' abilities and so on (Herliandry et al., 2020). In (Mirzon Daheri1., 2020). In addition, it is also necessary to provide an understanding of the evolution of learning media in line with the times and technological advancements, with an emphasis on teachers' skills in integrating learning media to achieve the desired learning goals.

### **Literature Review**

To avoid repetition in research, it is required to conduct a review of research articles that have been carried out in the past, which the author will explain as follows. The first journal written by(Lithuania, 2025) The Application of Interactive Media in Islamic Religious Education Learning to Increase the

Learning Interest of Students of SD Negeri Sukadama, Lembah Seulawah District, Aceh Besar Regency. The application of interactive media has been proven to be an innovative and effective alternative learning strategy in increasing students' interest in learning PAI subjects. The implications of this study show that teachers can integrate various educational technologies in the learning process to create a more interesting learning experience that is in line with the times.

Both journals written by (Kartika & Arifudin, 2026) Implementation of Information Technology-Based Interactive Learning Media for Islamic Religious Education Subjects. The results of the study show that information technology-based interactive learning media is able to increase students' interest and understanding of Islamic Religious Education materials, as well as make it easier for teachers to deliver material in a more interesting and interactive manner. In addition, this media is considered relevant and in accordance with the learning needs of today's digital era. These findings are expected to contribute to efforts to improve the quality of Islamic Religious Education learning through information technology-based media innovation.

The three journals written by (Maryam et al., 2020) Innovation of Islamic Religious Education Learning Media through Audiovisual Media. With the development of audiovisual media innovations, it is hoped that students can better understand Islamic Religious Education materials and provide a new atmosphere in learning. The results of this research with technological developments, accessing audio-visual media in learning are getting easier. The most popular site that provides audiovisual media access is Youtube. The role of educators in playing learning videos as a guide. So that

with this media, it can shape the effectiveness of student learning. The fourth journal written by (S. Wulandari et al., 2023) The Role of Audio Visual Learning Media in Increasing Students' Learning Interest in PAI Subjects. The results obtained by the researcher are that the role of audio-visual learning media can increase students' interest in learning in pie lessons. The use of audio-visual media plays a very important role, because the existence of audio-visual media makes students not easily bored. Audio-visual media can attract students' interest to be diligent in learning, especially in pie subjects.

The purpose of this article is for teachers to understand the media as a tool for learning effectiveness in increasing students' learning interest in learning Islamic religious education. In addition, it aims to highlight the characteristics and role of learning media, as well as detail its benefits in achieving better quality education. In choosing learning media, it is emphasized so that teachers are more creative in designing, so as not to burden teachers and parents of students, the use of media around is emphasized in addition to technology-based media. Teachers try to adjust to regional conditions, parents' abilities and so on (Herliandry et al., 2020). In (Mirzon Daheri1., 2020). In addition, it is also necessary to provide an understanding of the evolution of learning media in line with the times and technological advancements, with an emphasis on teachers' skills in integrating learning media to achieve the desired learning goals.

### **Research Method**

This research uses the library research method, which is a research method that focuses on the study of various sources of literature that are relevant to the topic being researched. The data in this study was

obtained from various written sources, such as scientific journals, research reports, academic books, and various other references that are related to the problem being studied. According to Sugiyono (2012), literature study is research that is carried out by studying various theories, concepts, and relevant references to support scientific research problem solving. The implementation of this research is carried out through several systematic stages. The first stage is to identify various results of previous research, both long-term research and recent research, in order to obtain an overview of the development of studies in the field being studied. (Hasanah et al., 2026)

The second stage is to select and assess sources that are considered relevant to the research focus so that the data obtained has an adequate level of validity and credibility. The third stage is to make important records from various sources that are used as an effort to avoid plagiarism while facilitating the data management process. Furthermore, the fourth stage is carried out by compiling notes, citations, and various information that has been obtained systematically in accordance with the needs of the research. (Madrasah & Kkma, 2025) The data collection process is carried out through the search and review of various literature sources which are then reconstructed to produce a comprehensive understanding of the research object. These sources include books, journal articles, research reports, proceedings, and other relevant scientific documents. All collected data were then analyzed using content analysis techniques (*Content Analysis*).

This technique is carried out by studying the content of various literature sources in depth, cross-checking related references, and repeating reading of the literature used. These steps aim to ensure the

validity of the data, find the suitability and differences in findings from previous research, and produce an objective and scientifically accountable interpretation.

## **Results and Discussion**

### **A. The Role of Learning Media in Islamic Religious Education Subjects**

Learning media is everything around that can convey information through various channels, such as stimulating students' thoughts, feelings, and interests so that it can encourage the creation of an effective and efficient learning process, to grow new information in students so that learning goals can be achieved according to what they want. Learning media has a strategic role in supporting the success of the learning process, especially in Islamic Religious Education (PAI) subjects that emphasize cognitive, affective, and psychomotor aspects. The use of appropriate and interesting media not only clarifies information, but is also able to increase students' motivation and understanding of the material being taught. (Laela & Nahar, 2025). In terms of helping students get ease of obtaining information in their learning experience, there are several elements that must be considered by teachers in making the most of learning media.

Teachers are responsible for the success of the learning process. Therefore, along with the advancement of science and technology, teachers are required to keep up with the development of the times that have occurred. There are still many teachers who are reluctant to change their minds for the sake of the success of the teaching and learning process. (Daniyati et al., 2023). Learning media refers to various means or

materials used in the teaching-learning process with the aim of providing assistance or support in the form of delivering information, concepts, or subject matter to students in a more effective and interesting way. This media can be visual, audio, or a combination of both, such as images, audio, video, presentations, physical models, and so on. Real examples that are often used include interactive videos that display visualizations of the stories of the prophets, animation of worship procedures, to simulations of ablution and prayer practices. (Ridwan, 2025).

In addition, learning media can also help create a more diverse learning environment and allow educators to adapt teaching methods according to the needs of students. With a wide selection of learning media available, teachers can create a more creative and engaging learning experience, which can ultimately improve students' understanding and achievement in learning. The goal is to improve students' understanding, engagement, and retention of information in learning. The media has a great influence on the development of the times and in various aspects of life. One of them is in education, in education there are learning activities carried out between students and teachers. Learning media is a means of distributing knowledge that is conveyed to students. (Yuniarti et al., 2023)

From the explanation above, it can be understood that learning media is a means used in the learning process can be in the form of audio, visual, or a combination of both which can help and make it easier for teachers to convey the material being taught. Media can also change the classroom situation where students usually pay less attention to lessons, so that with the presence of learning media and designed by teachers in the best possible way, it will have an

impact on the learning atmosphere in the classroom more excited. The media consists of the sender, receiver, the media used, and the message to be conveyed. Media is used to connect two parties to communicate with each other (the sender and the recipient of the message), so that the message can be conveyed. (Syafi & Rapi, 2022)

Arief, Arsyad (2011: 42) in (Bakara, 2023) argues that learning media is classified into:

1. Real things
2. Materials that are not projected, such as: printed materials, whiteboards, flip charts, diagrams, charts, graphs, photographs.
3. Audio recordings on cassettes or discs
4. Projected still images, such as; Slide (frame film), series film, OHT (transparency). Computer Programs
5. Projected moving images, Examples: movies, video recordings
6. Combined media, such as materials with video tapes, slides with audio tapes, film sequences with audio tapes, microfilms with audio tapes, interactive computers with audio tapes or video discs.

From the opinion of the experts above, it can be illustrated that various kinds of learning media, namely being able to collaborate all resource facilities owned by teachers, lecturers and all teachers, both manual images, objects, to learning resources in the form of offline and online media technology, from all manual and technological media to provide understanding and learning experience to students.

Media Functions (Lisiswanti et al., 1969)

1. Arouse interest and motivation
2. Reduce verbalization
3. As a distributor of information

4. As a gain of attention
5. Activating students during learning (active learning)
6. Giving encouragement to students 7. Improve knowledge retention in learning.

### **B. How to Choose the Right Learning Media**

In the learning process between the material, teachers, motto and media, and students become a mutual network that influences each other according to their respective positions. Teachers are positioned as message transmitters and students are positioned as message recipients. Meanwhile, the media plays an intermediary in the learning and learning process. However, in choosing the right media, it is greatly influenced by the teacher's ability to design strategies, approaches, methods and learning formats used. The use of media is basically intended to help learning activities more effectively achieve goals and be efficient in terms of energy, time and cost (Iwan Falahudin, 2014) in (Nuriansyah, 2020). Initially, the media only functioned as a tool in learning activities, namely in the form of a means that could provide a better experience to students, among others, to encourage motivation and increase interest in learning, and the media could clarify and simplify complex and abstract concepts to be simpler, concrete, and easier to understand.

Thus, the media can function to increase the absorption or retention of students' learning to learning materials. In several Learning Resource features, there are various choices of learning media in accordance with the applicable curriculum starting from the PAUD, ELEMENTARY, JUNIOR HIGH, HIGH SCHOOL and vocational levels and there is SLB, teachers only need to adjust to the material to be taught. Teachers can get various kinds of

learning media here for free and of course the learning media is packaged in such a way to make it easier for students to understand the teaching material to achieve learning goals. From the description above, here are tips for choosing the right learning media.

1. Learning media must be in accordance with the objectives of the curriculum and the learning syllabus in question, namely, in accordance with the learning understanding target provided by the curriculum to teachers or lecturers, so that it gradually does not run away from the discussion. The importance of conformity with the curriculum and syllabus will also provide limits to teachers for discussions that do not run away from the theme of discussion so that teachers will focus more on one theme given in the learning that takes place.
2. Practical, Flexible and economical  
A teacher must have understanding and be wise in choosing learning media, this makes it easier for teachers to find learning media according to what is needed and does not burden students' parents. Therefore, the selection of practical, flexible and economical media is very appropriate in learning, cheap does not mean cheap, the economic aspect of students is also considered. The ability of students also does not escape the attention of teachers, not a few teachers or educational institutions force their students to have media that sometimes the student cannot afford to buy, this will also have a negative impact on the learning process.
3. Friendly Use

The use of this media is very easy and easy to use by certain students, so it does not require heavy tutorials, so that it does not hinder students in understanding learning and using media.

### **C. The Effectiveness of the Use of Learning Media by Teachers in Increasing Students' Interest in Islamic Religious Education Subjects**

Learning activities of course there is planning before learning, the planning consists of several student learning readiness and teacher teaching readiness. Teachers' teaching readiness in terms of planning requires the help of a learning tool or learning media. Learning media is an important component in learning design, Learning Media according to Nursiwi Nugraheni, 2017; (Muhaimin et al., 2023) Media is everything that can be used to channel messages from sender to sender so as to stimulate students' thoughts, feelings, attention and interests and will in such a way that the learning process occurs in order to achieve learning objectives effectively. In relation to the use of media in learning activities, educators need to be careful in choosing the media they will use. Precision and precision in choosing and using media will support the effectiveness of the learning activities carried out.

Besides that, learning activities are also interesting and provide focus to students so that they can arouse interest in learning. Interest in learning is a fundamental factor that greatly affects students' academic achievement, especially in the subject of Islamic Religious Education (PAI) (Maisyaroh et al., 2023). In the journal (L. Gede Muhammad Zainuddin Atsani et al., 2024). The achievement of learning goals in schools can be influenced by many factors, including teachers who are less creative,

students, curriculum, learning environment, learning resources and others. Teachers and students are the two most important factors that cannot be separated in the learning process. The magnitude of the teacher's function is to help students learn according to their needs and interests.

Learning is not only intellectual, forming attitudes and skills but also emotional, the happiness experienced by students can enhance learning outcomes. The little or many learning outcomes achieved depend on several things, one of which is the support of the use of the media itself. For this reason, the media plays an important and indispensable role in learning with the aim of providing variety in teaching and providing more reality in teaching so that children's experiences are broader or concrete. The media used by teachers is a complement or assistant for teachers in teaching and helps students understand the subject matter presented so as to obtain good learning outcomes, in this case the media has a very important role in increasing students' interest in learning.

In order for the learning media chosen to be appropriate, there are several factors that are considered in the selection of learning media. The factors in question include: objectivity, effectiveness, and efficiency of the use of learning media. The selection of learning media is based on the real needs that have been planned, especially those related to the objectives formulated in the teaching materials to be delivered. The selection of learning media that is truly tailored to the general characteristics of students will make it easier for students to understand the subject matter that will be presented by the teacher. The criteria that teachers must pay attention to in choosing learning media are;

1. In accordance with the learning objectives to be achieved,
2. Appropriate to support the content of the lesson that is facts, concepts, principles or generalizations,
3. Practical, easy, and durable, if there is no time, funds or other resources to produce, there is no need to force it,
4. It is not a burden for teachers or parents of students
5. Teachers must be creative in using media during the learning process.
6. The technical quality (e.g. the visuals on the slides must be clear and the information conveyed must not be disturbed by other elements.
7. Teachers must understand technology according to the needs and developments of the times

#### **D. Obstacles and Challenges of Media Utilization in PAI Learning**

The main challenge in increasing students' interest in learning PAI subjects is how to create a more enjoyable and less boring learning experience. One of the solutions that can be taken is to utilize media in learning. Learning media is a means of delivering content or learning materials, such as: books, films, videos, and so on. The learning process is a communication process and takes place in the system, therefore the learning environment plays an important role as part of the learning system. Without media, there is no communication and the communication process cannot run optimally. (Ifa Rachmawati et al., 2024) Although digital media offers various benefits in PAI learning, the reality is that the implementation of this media does not always run smoothly in the field. There are various obstacles and challenges faced by both teachers, students, and educational institutions in utilizing digital media effectively and sustainably. One of the main

challenges often mentioned in various literature is the limited access to technology (Mubarok et al., 2023). (Magfirah et al, 2025).

One of the main challenges in the use of digital media in the world of education is the limited facilities and facilities and infrastructure available in the school environment. The success of the integration of digital technology in the learning process is highly dependent on adequate infrastructure support, such as a stable internet network, the availability of computer or laptop devices, projectors, multimedia devices, and access to various digital learning platforms. However, the reality on the ground shows that not all educational institutions have facilities that support the optimal implementation of technology-based learning.

The gap in educational facilities is still a serious problem, especially between schools in urban areas and schools in rural and remote areas. Schools located in urban centers generally have better access to information and communication technology because they are supported by adequate infrastructure. On the other hand, many schools in remote areas still face various limitations, ranging from slow internet access, unstable networks, to a lack of digital learning support devices. This condition causes the digital transformation process in education to not run evenly. The availability of the internet network is one of the factors that greatly determines the success of the use of digital media in learning. Various learning applications, e-learning platforms, digital libraries, and internet-based learning resources require a stable connection to be properly accessible. When the internet network is often disrupted or has a low speed, the learning process becomes hampered.

Teachers have difficulty accessing learning materials, downloading open materials, and delivering learning boldly. On the other hand, students also experience obstacles in accessing learning resources available online, so that learning goals cannot be achieved optimally. This problem is becoming increasingly complex in remote areas that are geographically difficult to reach. Many areas still have limited access to telecommunication networks so that the quality of internet signals is very weak or even not available at all. Geographical conditions such as mountains, hills, small islands, and inland areas are often factors that hinder the development of digital infrastructure. As a result, schools in these areas do not have the same opportunities to take advantage of technological developments in learning as schools in urban areas.

In addition to internet network problems, the limitations of technological devices are also a significant obstacle. Not all schools have adequate computer labs or enough digital learning tools for all students to use. Even in some cases, the number of computers available is so limited that they have to be used interchangeably. This condition certainly reduces the effectiveness of the technology-based learning process because not all students get the same digital learning experience. Device limitations can also cause difficulties for teachers in implementing innovative and interactive learning methods.

The existence of projectors, interactive screens, multimedia speakers, and other supporting devices is also an important need in digital learning. These tools can help teachers deliver material in a more interesting, visual, and easy to understand material for students. However, not a few schools do not have these facilities due to

budget limitations and education management priorities. As a result, teachers still use conventional learning methods that tend to be lecture-centered, so the potential of digital media to improve the quality of learning has not been optimally utilized. Limited facilities and infrastructure not only have an impact on teachers, but also on students. Many students have a high interest and motivation to learn using digital technology, but are not supported by adequate facilities.

They often have difficulty accessing digital learning materials, participating in bold learning, or doing tasks that require the use of the internet. This situation can cause a learning gap between students who have access to technology and those who do not have adequate access. Ironically, in many cases, both teachers and students actually have high awareness and motivation to utilize digital media in learning. Teachers strive to improve their digital competencies through various training and professional development, while learners show high enthusiasm

### **Conclusion**

Media is a tool that can deliver and distribute information effectively and efficiently. With the advancement of science and technology, teachers are required to keep up with the times. The existence of learning media can make it easier for teachers to channel knowledge to students and ease the burden on teachers. In the learning and teaching process, media plays a very important role, because with the presence of learning media, students are increasingly enthusiastic and easy to understand the material being taught. Teachers must be creative in using existing media, learning media does not necessarily require expensive costs, but everything around can be a learning medium, plastic waste, paper, photos, videos

and other materials can be used as learning media. With the presence of technology, it can also be a very effective medium in delivering material in a learning. Learning media that is well designed by teachers can increase students' interest in learning.

### Bibliography

- Bakara, T. (2023). *Efektivitas Penggunaan Media Pembelajaran Terhadap Aktivitas Mengajar Guru di Kelas*. 4, 205–212.
- Chairunnisa et al. (2023). *Peranan Media Pembelajaran Dalam Pendidikan Islam*. 1(3).
- Daniyati, A., Saputri, I. B., Wijaya, R., Septiyani, S. A., & Setiawan, U. (2023). *Konsep Dasar Media Pembelajaran*. 1(1), 282–294.
- Effanne, A., & Adri, H. T. (2022). *Efektifitas Media Pembelajaran Berbasis Video Dalam Mengembangkan Minat Siswa Terhadap Pembelajaran Seni Budaya*. 1(2), 153–157.
- Hasanah, R., Yadaeni, A., Rizaldi, D. R., & Mahsur. (2026). Development of Socio-Scientific Issues ( SSI ) Based Student Worksheets on Climate Change Material : Evaluation of Practicality and Effectiveness on Students ' Scientific Attitudes. *Jurnal Pendidikan, Sains, Geologi, Dan Geofisika*, 7(2).  
<https://jpfis.unram.ac.id/index.php/GeoScienceEdu/article/view/1899/1254>
- Ifa Rachmawati et al. (2024). *PENGEMBANGAN MULTIMEDIA PEMBELAJARAN INTERAKTIF BERBASIS VIDEO MATA PELAJARAN PENDIDIKAN AGAMA ISLAM UNTUK Perkembangan teknologi yang semakin canggih harus diimbangi dengan mutu pendidikan di sekolah . Peran teknologi dengan segala kelebihannya mampu men*. 3(2), 19–44.  
<https://doi.org/10.21154/edusia.v3i2.662>
- Kartika, I., & Arifudin, O. (2026).
- IMPLEMENTASI MEDIA PEMBELAJARAN INTERAKTIF*. 7(1), 1–15.
- L. Gede Muhammad Zainuddin Atsani et al. (2024). *Al-Hikmah: Jurnal Studi Islam, Vol. 4 No. 1 (2024): Januari-Maret*. 4(1), 1–11.
- Laela, M., & Nahar, A. (2025). *The Effectiveness of Interactive Learning Media in Improving Students ' Understanding of Islamic Religious Education Material at SMPS IT Raudhatus Salaam Efektivitas Media Pembelajaran Interaktif dalam Meningkatkan Pemahaman Siswa terhadap Materi Pendidikan Agama Islam di SMPS IT Raudhatus Salaam*. 2(1), 75–88.
- Lathifah, M. F., & Hidayati, B. N. (2021). *Efektifitas LKPD Elektronik sebagai Media Pembelajaran pada Masa Pandemi Covid-19 untuk Guru di YPI Bidayatul Hidayah Ampenan*. 0–5.
- Lisiswanti, R., Saputra, O., Windarti, I., Anatomi, D. P., Kedokteran, F., Lampung, U., & Media, L. P. (1969). *Peranan media dalam pembelajaran 1,2,3*. 102–105.
- Madrasah, O., & Kkma, D. I. (2025). *Peningkatan Kompetensi Guru Dalam Penyusunan Kurikulum Operasional Madrasah Di Kkma Pringgabaya-Sambalia. Indonesian Journal of Education and Community Services*, 5(1), 31–38. <https://journal.publication-center.com/index.php/ijecs/article/view/1680/515>
- Magfirah et al. (2025). *Studi Literatur : Peran Media Digital Dalam Meningkatkan Kembali*. 2(2), 1–12.
- Maryam, D., Febiola, F., Agami, S. D., & Fawaida, U. (2020). *Inovasi Media Pembelajaran Pendidikan Agama Islam Melalui Media Audiovisual. Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 7(1), 43–50.
- Mirzon Daheri1, Juliana2, Deriwanto3, A. D. A. (2020). *Jurnal basicedu*. 4(4), 775–783.  
<https://doi.org/10.31004/basicedu.v4i4>

445

- Muhaimin, M. R., Ni'mah, N. U., & Listryanto, D. P. (2023). Peranan Media Pembelajaran Komik Terhadap Kemampuan Membaca Siswa Sekolah Dasar. *Jurnal Pendidikan Dasar Flobamorata*, 4(1), 399–405. <https://doi.org/10.51494/jpdf.v4i1.814>
- Mukholifah, M. (2020). *MENGEMBANGKAN MEDIA PEMBELAJARAN WAYANG KARAKTER PADA PEMBELAJARAN TEMATIK*. 1(4).
- Nurfadhillah, S., Ningsih, D. A., Ramadhania, P. R., Sifa, U. N., & Tangerang, U. M. (2021). *PERANAN MEDIA PEMBELAJARAN DALAM*. 3, 243–255.
- Nuriansyah, F. (2020). *EFEKTIFITAS PENGGUNAAN MEDIA ONLINE DALAM MENINGKATKAN HASIL BELAJAR SAAT AWAL PANDEMI COVID-19*. 1(2), 85–90.
- Qutub, S. (2025). *Efektivitas Penggunaan Aplikasi InVideo terhadap Peningkatan Minat Belajar Siswa dalam Pembelajaran PAI*. 4(1), 71–80.
- Ridwan, A. (2025). *ANALISIS EFEKTIVITAS PENGGUNAAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI INFORMASI DALAM PEMBELAJARAN PENDIDIKAN AGAMA*. 12(2), 11–21.
- Ritonga, Z. (2025). *Penerapan Media Interaktif Dalam Pembelajaran Pendidikan Agama Islam Untuk Meningkatkan Minat Belajar Siswa SD Negeri Sukadamai Kecamatan Lembah Seulawah Kabupaten Aceh Besar*. 1(1), 178–185.
- Rohmatun, S., Nasor, M., Ayu, N., & Sari, P. (2024). *PENGGUNAAN MEDIA PEMBELAJARAN PENDIDIKAN AGAMA ISLAM BERBASIS TEKNOLOGI*. 297–308.
- Sapriyah. (2019). *Media pembelajaran dalam proses belajar mengajar*. 2(1), 470–477.
- Syafi, A., & Rapi, M. (2022). *Menerapkan Model Dalam Pengembangan Media Pembelajaran*. 14(April), 52–70.
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., & Shofiah, T. (2023). *Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar*. 05(02), 3928–3936.
- Wulandari, S., Romadhoni, A., & Fitriyah, E. (2023). *PERANAN MEDIA PEMBELAJARAN AUDIO VISUAL DALAM MENINGKATKAN MINAT BELAJAR SISWA PADA MATA*. 4, 1–18.
- Yuliawati Yunus<sup>1</sup>, M. S. (2018). *PERANCANGAN DAN PEMBUATAN MEDIA PEMBELAJARAN BERBASIS ANDROID PADA MATA PELAJARAN SISTEM KOMPUTER ( STUDI KASUS KELAS X RPL SMK NEGERI 2 PADANG)*. 5(2), 31–41.
- Yuniarti, A., Shalihat, A. P., Amanda, D., Ramadhini, I. L., Tanjungpura, U., & Artikel, I. (2023). *Memahami media untuk efektifitas pembelajaran*. 4, 111–123.