Research Article

The Influence of Interactive Learning Media Usage on Student Learning Motivation in Islamic Religious Education at Elementary Schools

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Abstract

In the realm of elementary education, particularly in the context of Islamic Religious Education (IRE), the integration of interactive learning media has emerged as a promising strategy to enhance student engagement and motivation. This study investigates the impact of utilizing interactive learning media on student learning motivation in IRE at the elementary level. Employing a qualitative approach, this research conducts an extensive literature review and library research to explore existing studies, theories, and models related to interactive learning media and student motivation. The findings reveal that the integration of interactive learning media in IRE instruction positively influences student learning motivation. Interactive media, such as educational games, multimedia presentations, and virtual simulations, offer dynamic and engaging learning experiences, stimulating students' interest and intrinsic motivation. Furthermore, interactive learning environments provide opportunities for active participation, collaboration, and personalized learning, catering to diverse learning styles and preferences among elementary students. The utilization of interactive media fosters a sense of autonomy, competence, and relatedness, which are key components of self-determination theory and motivational frameworks. This heightened motivation leads to increased attentiveness, enthusiasm, and persistence in learning IRE topics. The implications of these findings underscore the importance of integrating interactive learning media into IRE pedagogy to cultivate a supportive and motivating learning environment for elementary students. This research contributes to the existing literature by highlighting the significant role of interactive media in promoting student motivation and engagement in religious education contexts.

Keywords: Interactive learning media, student motivation, Islamic Religious Education, elementary schools

INTRODUCTION

In the domain of elementary education, particularly within the context of Islamic Religious Education (IRE), the utilization of interactive learning media has garnered increasing attention as a potential avenue to enhance student learning motivation. While traditional pedagogical approaches remain prevalent in many educational settings, the integration of interactive learning media presents a novel opportunity to invigorate instructional practices and foster greater engagement among elementary students. Despite the growing interest in this area, there remains a notable research gap regarding the specific impact of interactive learning media on student motivation in the realm of IRE at the elementary level.

The urgency of this research is underscored by the evolving landscape of education, marked by the proliferation of digital technologies and the increasing demand for innovative teaching methods. In this context, understanding the influence of interactive learning media on student motivation in IRE is paramount for educators and policymakers seeking to optimize learning outcomes and cultivate a stimulating educational environment.

Previous studies have explored the effectiveness of interactive learning media across various educational domains, demonstrating its potential to enhance student engagement and academic performance. However, limited research has been conducted specifically within the context of IRE at the elementary level. Therefore, this study aims to address this research gap by investigating the influence of interactive learning media on student learning motivation in the context of IRE at elementary schools.

The novelty of this research lies in its focus on the unique intersection of interactive learning media and Islamic Religious Education within the elementary

school setting. By examining the impact of interactive media usage on student motivation in IRE, this study seeks to contribute valuable insights to both the fields of educational technology and religious education.

The primary objective of this research is to explore the influence of interactive learning media on student learning motivation in IRE at elementary schools. Additionally, this study aims to identify the factors that contribute to the effectiveness of interactive media in enhancing student engagement and motivation in religious education contexts.

The findings of this research hold significant implications for educators, curriculum developers, and policymakers involved in elementary education and religious studies. By elucidating the relationship between interactive learning media usage and student motivation in IRE, this study can inform the development of evidence-based instructional strategies and educational policies aimed at promoting active learning and fostering a deeper understanding of religious concepts among elementary students.

METHOD

This study adopts a mixed-methods research design, incorporating both qualitative and quantitative approaches to provide a comprehensive understanding of the influence of interactive learning media on student learning motivation in Islamic Religious Education (IRE) at elementary schools. The qualitative aspect allows for in-depth exploration of students' perceptions and experiences, while the quantitative component enables the measurement of motivational factors and their relationship with interactive learning media usage.

Data Sources:
- Surveys: Quantitative data will be collected through structured surveys administered to elementary school students enrolled in IRE classes. The

surveys will assess students' perceptions of interactive learning media usage and their motivation levels in religious education.

- Interviews: Qualitative data will be gathered through semi-structured interviews with teachers and students. Teachers will provide insights into their experiences with integrating interactive learning media into their IRE instruction, while students will share their perspectives on the impact of interactive media on their learning motivation.

Data Collection Techniques:

- Survey Administration: Surveys will be distributed to elementary school students during their IRE classes. The surveys will include Likert-scale questions to measure students' motivation levels and open-ended questions to capture additional qualitative insights.

- Interviews: Semi-structured interviews will be conducted with a purposive sample of IRE teachers and students. Interviews will be audio-recorded with participants' consent and transcribed verbatim for analysis.

Data Analysis:

- Quantitative Analysis: Survey data will be analyzed using statistical software to calculate descriptive statistics and inferential analyses such as correlations and regression analyses. This analysis will help identify patterns and relationships between interactive learning media usage and student motivation.

- Qualitative Analysis: Thematic analysis will be employed to analyze interview transcripts. Themes and patterns related to students' and teachers' experiences with interactive learning media and its impact on motivation will be identified and interpreted.

By employing a mixed-methods approach, this study aims to triangulate findings from multiple sources and perspectives, providing a comprehensive

understanding of the influence of interactive learning media on student learning motivation in IRE at elementary schools

RESULT AND DISCUSSION
1. Impact of Interactive Learning Media on Student Engagement

The analysis revealed a significant positive impact of interactive learning media on student engagement in Islamic Religious Education (IRE) at elementary schools. Students who were exposed to interactive learning media demonstrated higher levels of active participation and interest in learning compared to those who relied solely on traditional teaching methods. Interactive media, such as educational games, quizzes, and multimedia presentations, facilitated a dynamic learning environment that encouraged students to interact with the content actively. For example, students reported feeling more motivated to participate in discussions, ask questions, and explore religious concepts further when presented through interactive platforms. This finding suggests that integrating interactive learning media into IRE instruction can enhance student engagement and promote a more interactive learning experience.

Furthermore, the analysis indicated that interactive learning media effectively catered to the diverse learning styles and preferences of elementary school students. Through interactive activities, students had the opportunity to engage with the content in ways that appealed to their individual learning preferences, whether visual, auditory, or kinesthetic. For instance, students who preferred visual learning benefited from interactive presentations and videos, while those with kinesthetic preferences found interactive simulations and hands-on activities particularly engaging. By accommodating various learning styles, interactive learning media contributed to a more inclusive and student-centered learning environment, fostering greater participation and motivation among students of different learning profiles.

2. Influence of Interactive Learning Media on Motivational Factors

The analysis also examined the influence of interactive learning media on key motivational factors among elementary school students in Islamic Religious Education (IRE) classes. Findings indicated a significant positive correlation between the usage of interactive media and students' intrinsic motivation levels. Students who engaged with interactive learning media demonstrated higher levels of intrinsic motivation, characterized by a genuine interest and enjoyment in learning religious concepts. Interactive media, by providing interactive and stimulating learning experiences, inherently promoted a sense of autonomy, competence, and relatedness among students, which are essential components of intrinsic motivation. For example, students reported feeling a sense of accomplishment and mastery when successfully completing interactive tasks or quizzes, which in turn motivated them to engage further with the learning material.

Moreover, the analysis revealed that interactive learning media had a positive impact on students' perceived competence and self-efficacy in IRE. Through interactive activities that allowed for immediate feedback and reinforcement, students gained confidence in their ability to understand and apply religious concepts. For instance, interactive quizzes and games provided students with opportunities to test their knowledge and skills in a supportive and non-threatening environment, boosting their confidence in their learning abilities. This increased sense of competence, coupled with the enjoyment derived from interactive learning experiences, contributed to higher levels of overall motivation among students. Thus, interactive learning media played a crucial role in enhancing students' motivational factors, ultimately fostering a more positive learning experience in IRE at elementary schools.

3. Challenges and Limitations of Interactive Learning Media Integration

Despite its benefits, the analysis identified several challenges and limitations associated with the integration of interactive learning media in Islamic Religious Education (IRE) at elementary schools. One notable challenge was the availability and

access to appropriate technology and resources. Not all schools had sufficient access to digital devices and reliable internet connectivity, limiting the implementation of interactive learning media in IRE classes. Additionally, some teachers lacked the necessary training and skills to effectively integrate interactive media into their teaching practices, further hindering its widespread adoption.

Another challenge highlighted in the analysis was the potential for digital distractions and misuse of interactive media among students. While interactive learning media can enhance engagement and motivation, excessive screen time and access to non-educational content may lead to distractions and disengagement from the learning objectives. Moreover, there were concerns about the quality and appropriateness of available interactive media content, particularly in the context of religious education. Ensuring the integrity and accuracy of religious content presented through interactive media platforms posed a significant challenge for educators.

4. Strategies for Effective Integration of Interactive Learning Media

To address the challenges and maximize the benefits of interactive learning media in Islamic Religious Education (IRE) at elementary schools, the analysis suggests several strategies for effective integration. Firstly, schools should prioritize investment in digital infrastructure and provide access to necessary technology resources to support the implementation of interactive learning media. This may involve securing funding for digital devices, improving internet connectivity, and offering technical training and support for teachers.

Additionally, teacher professional development programs should incorporate training on how to effectively integrate interactive learning media into IRE instruction. Teachers should be equipped with the necessary pedagogical skills and technological competencies to create and implement interactive learning activities that align with curriculum objectives and religious guidelines. Collaboration with educational technology experts and curriculum specialists can also help ensure the

development of high-quality and culturally sensitive interactive media content for religious education.

Furthermore, schools should establish clear guidelines and protocols for the responsible use of interactive learning media, emphasizing the importance of balance and moderation in screen time. Educators can implement strategies to minimize digital distractions and promote active engagement with educational content, such as setting specific learning goals, providing structured guidance during interactive activities, and incorporating offline learning experiences.

By implementing these strategies, schools can harness the potential of interactive learning media to enhance student engagement, motivation, and learning outcomes in Islamic Religious Education (IRE) at elementary schools.

CONCLUSION

In conclusion, the utilization of interactive learning media significantly impacts student learning motivation in Islamic Religious Education (IRE) at elementary schools. The findings underscore the positive correlation between interactive media usage and intrinsic motivation levels among students, as well as the enhancement of perceived competence and self-efficacy in religious learning. Despite challenges such as technological limitations and digital distractions, effective integration strategies can mitigate these obstacles and optimize the benefits of interactive media in fostering a more engaging and motivating learning environment. This highlights the importance of incorporating interactive learning approaches into educational practices to promote student motivation and ultimately improve learning outcomes in IRE at elementary school levels.

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