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RESEARCH ARTICLE

# The Influence of Interactive Multimedia on Students' Motivation in Learning Islamic Values

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**Kata Kunci**:
*Multimedia Interaktif, Motivasi Siswa, Nilai-Nilai Islam, Pembelajaran Digital, Pendidikan Agama*

**Abstrak**

Penelitian ini mengkaji Pengaruh Multimedia Interaktif terhadap Motivasi Siswa dalam Mempelajari Nilai-Nilai Islam, dengan fokus pada bagaimana perangkat pembelajaran digital dapat meningkatkan keterlibatan dan motivasi siswa dalam pendidikan agama. Dengan menggunakan desain kuasi-eksperimental, penelitian ini membandingkan siswa yang menerima pembelajaran melalui multimedia interaktif seperti animasi, kuis, dan simulasi visual dengan mereka yang belajar melalui metode pengajaran konvensional. Data dikumpulkan menggunakan kuesioner motivasi yang telah divalidasi dan dianalisis melalui statistik deskriptif dan inferensial untuk menentukan signifikansi perbedaan antar kelompok. Temuan menunjukkan bahwa multimedia interaktif memiliki pengaruh positif dan signifikan terhadap motivasi siswa, terutama dalam meningkatkan perhatian, menumbuhkan minat, dan merangsang pembelajaran mandiri dalam konteks pendidikan nilai-nilai Islam. Hasil ini menyoroti potensi lingkungan belajar berbasis teknologi untuk mendukung pengalaman belajar agama yang lebih bermakna dan efektif. Penelitian ini menyimpulkan bahwa mengintegrasikan multimedia interaktif ke dalam pendidikan Islam dapat menjadi inovasi pedagogis yang efektif untuk meningkatkan motivasi siswa dan meningkatkan kualitas hasil belajar secara keseluruhan.

***Key Word***:
*Interactive Multimedia, Student Motivation, Islamic Values, Digital Learning, Religious Education*

***Abstract***

*This study examines The Influence of Interactive Multimedia on Students' Motivation in Learning Islamic Values, focusing on how digital learning tools can enhance learners' engagement and motivation in religious education. Utilizing a quasi-experimental design, the research compares students who received instruction through interactive multimedia such as animations, quizzes, and visual simulations with those who learned through conventional teaching methods. Data were collected using a validated motivation questionnaire and analyzed through descriptive and inferential statistics to determine the significance of differences between groups. The findings indicate that interactive multimedia has a positive and significant effect on students' motivation, particularly in increasing attention, fostering interest, and stimulating self-directed learning in the context of Islamic values education. These results highlight the potential of technology-enhanced learning environments to support more meaningful and affective religious learning experiences. The study concludes that integrating interactive multimedia into Islamic education can serve as an effective pedagogical innovation to promote student motivation and improve the overall quality of learning outcomes.*

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## INTRODUCTION

Islamic values education plays a fundamental role in shaping the character, morals, and spirituality of students because these values form the foundation for developing a holistic personality(Abdullah et al., 2024; Mulya Putra et al., 2023). Values such as honesty, responsibility, discipline, and social awareness serve not only as religious norms but also as ethical foundations in social life. Islamic education emphasizes the integration of cognitive, affective, and psychomotor aspects so that students not only understand concepts theoretically but also are able to internalize and practice the teachings in their daily lives(Dewanto et al., 2024; Edy Nurtamam et al., 2023; Ichsan et al., 2023). According to Al-Attas (2018), the primary goal of Islamic education is to instill adab (good manners) as the core of developing civilized and moral human beings.

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Therefore, Islamic values education serves as a strategic instrument in building a character with integrity and religiousness. (Yusuf, 2025).

Furthermore, Islamic values education also plays a role in developing students' spirituality through an understanding of human relationships with God, others, and the environment(Suryono et al., 2023; Uluk et al., 2024). Learning Islamic values enables students to cultivate a deep spiritual awareness, strengthen their faith, and guide their actions in accordance with sharia principles. According to Rahman (2020), the spiritual dimension of Islamic education is the foundation that guides students to achieve a balance between worldly and eternal success. Thus, Islamic values education not only prepares students to become knowledgeable individuals but also fosters a life attitude filled with wisdom, ethics, and spiritual maturity necessary to face modern challenges (Saputra, 2023); (Asnur et al., 2024; Elfira & Santosa, 2023; Zulyusri et al., 2023)

Teaching Islamic values in the digital era presents significant challenges, particularly as traditional instructional approaches often fail to meet the learning preferences of contemporary students(Mayarisa, 2023). Conventional methods such as lecturing, rote memorization, and teacher-centered explanations tend to be less appealing to learners who are accustomed to multimedia-rich environments and interactive digital content. As a result, students may perceive lessons on Islamic values as monotonous and disconnected from their daily lives, leading to decreased engagement and motivation. Research shows that digital-native learners require dynamic, visually stimulating, and interactive learning experiences to sustain attention and maintain intrinsic motivation, which conventional methods struggle to provide (Prensky, 2010).

Moreover, the rapid advancement of digital technology has created a gap between students' everyday digital experiences and the instructional practices used in Islamic education classrooms. While students frequently interact with smartphones, social media, and multimedia platforms outside school, many Islamic values lessons still rely heavily on textbooks and static materials. This mismatch contributes to reduced enthusiasm and limits students' ability to internalize and contextualize Islamic teachings within modern life. Studies indicate that when learning environments do not align with students' technological expectations, their motivation and participation decline significantly (Ally, 2019). Therefore, addressing these challenges requires innovative pedagogical strategies that incorporate digital tools and interactive multimedia to enhance motivation and support the meaningful learning of Islamic values.

The rapid development of educational technology has transformed the landscape of contemporary learning by offering tools that support more dynamic, personalized, and student-centered instruction. Advances in digital platforms, mobile devices, and software applications have enabled educators to design learning environments that go beyond traditional classroom boundaries(Haji & Siddiq, 2023). Among these innovations, interactive multimedia has emerged as a powerful medium that integrates text, audio, video, animation, and user interaction to create immersive learning experiences. According to Mayer's Cognitive Theory of Multimedia Learning (2009), combining multiple forms of media can enhance comprehension and retention by engaging learners' visual and auditory channels simultaneously, thus promoting deeper cognitive processing (Winiasri et al., 2023; Yulianti, 2020).

Interactive multimedia not only supports diverse learning styles but also stimulates higher levels of motivation and engagement by offering active participation in the learning process. Features such as simulations, interactive quizzes, gamified activities, and animated storytelling enable students to explore concepts more meaningfully and independently, leading to increased curiosity and sustained attention(Noor et al., 2009). Research indicates that interactive multimedia fosters experiential learning by allowing students to interact with digital content in real time, which strengthens understanding and supports the development of critical thinking skills (Branch & Dousay, 2015). As a result, the integration of interactive multimedia in education is viewed as an effective pedagogical innovation capable of enriching students' learning experiences and improving overall learning outcomes.

Research conducted by Alqahtani and Rajab (2020) found that the use of multimedia elements such as animations and interactive quizzes significantly improved students' engagement and intrinsic motivation in Islamic education classes. Similarly, a study by Hanim and Hassan (2019) demonstrated that interactive multimedia applications helped students better understand abstract Islamic concepts by presenting them in more concrete, visual, and relatable forms. These findings align with Mayer's Multimedia Learning Theory, which posits that learning is more meaningful when verbal and visual information are integrated, leading to higher levels of motivation and comprehension.

Other relevant studies also show that interactive multimedia supports students' emotional and cognitive engagement, which is crucial for learning moral and spiritual values. Research by Ramli et al. (2021) revealed that students taught using interactive multimedia reported higher levels of satisfaction, attention, and confidence, particularly when learning topics related to Islamic ethics and character-building. Another study by Yusuf and Basri (2022) emphasized that multimedia-based Islamic learning platforms fostered greater

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student participation and encouraged reflective thinking about Islamic values. Collectively, these studies underscore that interactive multimedia not only enhances motivation but also strengthens students' ability to internalize moral principles, making it a relevant and evidence-supported innovation for Islamic values education.

## METHODS

This study employed a quasi-experimental research design to examine the influence of interactive multimedia on students' motivation in learning Islamic values. The design included two groups: an experimental group that received instruction using interactive multimedia and a control group that was taught through conventional teaching methods. The participants were selected using purposive sampling from students enrolled in Islamic education classes at the secondary school level. The intervention consisted of a series of interactive learning sessions incorporating animations, audio-visual explanations, simulations, and interactive tasks aligned with the Islamic values curriculum. The implementation was carried out over several weeks to ensure consistency and adequate exposure to the multimedia-based learning environment.

To measure students' motivation, the study utilized a validated motivation questionnaire based on the ARCS (Attention, Relevance, Confidence, and Satisfaction) model developed by Keller. Pre-test and post-test instruments were administered to both groups to assess changes in motivation before and after the intervention. The collected data were analyzed using descriptive statistics to identify trends and inferential statistics such as paired sample t-tests and independent t-tests to determine the significance of differences between the two groups. This methodological approach allowed the researchers to evaluate the extent to which interactive multimedia contributed to enhancing students' motivation and to draw conclusions regarding its effectiveness in the context of Islamic values education.

## RESULT AND DISCUSSION

The use of interactive multimedia significantly increased student interest in Islamic values. Students felt that material previously considered abstract and uninteresting became easier to understand because it was presented through images, illustrations, and videos relevant to everyday life. Furthermore, students reported that presenting the material through visual storytelling helped them connect Islamic values to real-life experiences, thus fostering interest and a sense of emotional connection to the topics being studied. Interactive multimedia, which combines visual elements, audio, animation, and simulation, has been shown to significantly increase student curiosity. The material presented through moving animations, colorful illustrations, and engaging audio narration encourages students to explore the learning content further. Interactive simulations that illustrate the application of Islamic values in real-life situations also create an immersive learning experience, sparking questions, discussions, and a desire to understand more deeply the meaning and purpose of each value conveyed.Interactivity features such as short quizzes, adaptive navigation buttons, and interactive videos provide opportunities for students to actively engage in the learning process. Activities such as choosing material paths, answering direct questions, and conducting independent explorations give students a sense of control over their learning. This active involvement increases students' concentration and internal commitment in understanding Islamic values without feeling forced, so that intrinsic motivation emerges naturally, as can be seen in Table 1.

Table 1. Summary of Research Findings on Students' Intrinsic Motivation

| Aspect of Findings | Description of Research Findings |
|---|---|
| Interest in Islamic Values | Students' interest increased because the material was presented visually, contextually, and in a more comprehensible manner. |
| Curiosity | Visuals, audio, animations, and simulations enhanced students' exploration and desire to understand the material more deeply. |
| Personal Engagement | Interactivity (quizzes, navigation buttons, interactive videos) encouraged active engagement and a greater sense of control over learning. |
| Response to the New Learning Method | Students found the learning process more engaging, enjoyable, and less monotonous compared with traditional lecture-based instruction. |

Table 1 presents a summary of research findings regarding increasing students' intrinsic motivation through the use of interactive multimedia in learning Islamic values. The data in the table shows that student interest increases significantly when the material is presented visually and contextually, making it easier to understand. Multimedia elements such as images, audio, animation, and simulations have also been shown to increase students' curiosity by encouraging deeper exploration. Furthermore, interactive features such as

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quizzes, navigation buttons, and interactive videos can strengthen students' personal engagement and give them a sense of control over the learning process. Overall, students responded positively to this new learning method, finding it more engaging, enjoyable, and less monotonous than traditional lectures. Furthermore, the influence of increasing understanding and appreciation of Islamic values can be seen in table 2.\

Table 2. Paired Sample T-Test Results: Learning Conditions Before and After Interactive Multimedia Use

| Variable | Mean (Before) | Mean (After) | t-value | Sig. (p) | Interpretation |
|---|---|---|---|---|---|
| Learning Conditions (activity, attention, participation) | 62.45 | 78.32 | -12.184 | 0.000 | Significant |

Table 2. There was a significant difference between learning conditions before and after the use of interactive multimedia ($p < 0.05$). Scores increased from 62.45 to 78.32, indicating a significant increase in student activity, attention, and participation. Next, the T-Test of Changes in Learning Experience of Islamic Values Table 3.

Table 3. Paired Sample T-Test Results: Students' Learning Experience in Islamic Values

| Variable | Mean (Before) | Mean (After) | t-value | Sig. (p) | Interpretation |
|---|---|---|---|---|---|
| Perceived Quality of Learning (clarity, comfort, method variation) | 64.88 | 82.15 | -10.973 | 0.000 | Significant |

Table 3. shows that students' perceived learning experience also improved significantly, with the mean score rising from 64.88 to 82.15. This reflects students' increased clarity in understanding the material, greater comfort during learning sessions, and appreciation for the varied instructional methods enabled by multimedia. These findings highlight the effectiveness of multimedia in presenting Islamic values in ways that are more relatable and easier to comprehend.

**Discussion**

Research findings indicate that the use of interactive multimedia significantly improves the quality of the Islamic values learning process. Improved learning conditions, measured through a T-test, indicated that the classroom atmosphere became more active, communicative, and conducive after multimedia implementation. The increase in observation scores from 62.45 to 78.32 illustrates a transformation in how students interact with the material and the teacher. This aligns with constructivist theory, which emphasizes that learning is more meaningful when students actively participate in constructing knowledge, and interactive multimedia provides a space for independent exploration not previously available in traditional lecture methods.

Furthermore, this study demonstrated that interactive multimedia enhances the quality of students' learning experiences in understanding Islamic values. With the use of visualizations, animations, and narrative content, students perceived the material as clearer, more engaging, and easier to follow. Statistical test results showed a significant increase in students' perceptions of material clarity, learning comfort, and method variety from a mean of 64.88 to 82.15. These findings support Mayer's (2021) argument regarding multimedia learning, which states that information processing becomes more effective when text is combined with relevant visual and audio elements. In the context of learning Islamic values, which often involves abstract concepts, a multimedia-based approach has been proven to help students understand and internalize values more deeply (Saputra, 2023); (Fahyuni et al., 2020).

In terms of learning motivation, all indicators of the ARCS model (Attention, Relevance, Confidence, Satisfaction) showed significant improvements after using interactive multimedia. The increase in the Attention indicator confirms that visual and audio elements are able to capture students' focus more effectively than conventional methods. The Relevance indicator increased because students felt that multimedia content was easier to relate to their daily lives, which is an important factor in learning Islamic values. These results align with Keller's motivation theory, which states that relevant learning strengthens students' interest and commitment to the material being studied.

The Confidence and Satisfaction indicators, which also showed significant improvements, indicate that interactive multimedia is not only visually appealing but also strengthens students' confidence in their ability to understand the material(Rahma et al., 2024). Features such as interactive quizzes, automatic feedback, and self-navigation provide a learning experience that encourages achievement and personal satisfaction. When students feel successful in completing tasks through direct interaction with the media, their self-confidence increases, ultimately strengthening their intrinsic learning motivation. This is consistent with Bandura's study on self-efficacy, where small successes achieved through interactive systems contribute to greater confidence

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in the learning process (Fahyuni et al., 2020).

Overall, the findings of this study confirm that interactive multimedia is a pedagogical innovation capable of overcoming the limitations of traditional lecture methods in teaching Islamic values. Multimedia not only enhances understanding and learning experiences but also plays a crucial role in fostering students' motivation to learn comprehensively. Significant improvements in learning conditions, learning experiences, and motivation based on T-Test analysis indicate that the integration of interactive multimedia is worthy of consideration as a primary approach in teaching Islamic Religious Education, particularly in the context of 21st-century learning that demands technology-based innovation.

## CONCLUSION

This study concludes that the use of interactive multimedia has a significant impact on increasing students' motivation to learn Islamic values. The integration of visual, audio, animation, and simulation elements has been proven to create a more engaging, clear, and understandable learning experience compared to traditional lecture methods. Statistical test results show a significant improvement in learning conditions, students' perceptions of the quality of the learning experience, and learning motivation based on all indicators of the ARCS model (Attention, Relevance, Confidence, and Satisfaction). This confirms that interactive multimedia not only increases students' attention and interest but also strengthens their confidence and satisfaction during the learning process.

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