



Implementation of Interactive Multimedia: A Solution to Improve Learners' Understanding in Islamic Education Learning

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Abstract

The use of media in learning the Quran Hadith is very important to increase student interest and understanding. The right learning media can help students focus more, reduce boredom, and make it easier for them to understand and apply the material to everyday life. This study aims to analyze how the effect of using media in Islamic education on students' understanding. The method used is mixed methods with the type of classroom action research (PTK) model Kemmis and McTaggart consisting of planning, implementation, observation, and reflection stages. Data sources were obtained through observation, interviews, tests, and documentation. Research instruments included student activity observation sheets, comprehension tests, interview guides, and learning documentation. Data analysis was carried out qualitatively and quantitatively, through the stages of data reduction, tabulation, interpretation of test results, and conclusion drawing. Data validity was tested using triangulation techniques and instrument validation. The results showed that the acquisition of pre-cycle test results obtained an average of 43%, then in cycle I obtained an average score of 63% while in cycle II obtained an average score of 83% in understanding Alquran Hadith lessons, the matter indicated an increase and obtained a good category in the predetermined interval class. These results can be concluded that the use of interactive multimedia can improve student understanding of Alquran Hadith subjects.

INTRODUCTION

Alquran Hadith is an element of Islamic religious education and ethics subjects taught in pesantren-based Islamic educational institutions which are widely developed in madrasah educational institutions (Nur'aeni et al., 2021). This form of teaching is an effort to be able to prepare students to understand, recognize, appreciate and apply or practice the teachings of Islam contained in the Alquran and Hadith in a real way in human life so that it can become a way

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of life for students in the future (Winda & Ramedlon, 2022). This can be achieved through various teaching, guidance and training programs accompanied by the provision of experiences that can be used as provisions in navigating life in the future and including climbing the education level.

The subject of Alquran Hadith is part of the national curriculum system so that it must be taught in madrasah educational institutions, the application of the curriculum requires the implementation of special strategies as an effort to increase the meaning of the learning process carried out by students so that they can enjoy the process in order to achieve the maximum possible goals (Arwitaningsih et al., 2023). On the other hand, by studying the Alquran Hadith, it is hoped that students will be able to love the Quran and Hadith in reading, studying, understanding, believing and practicing the various teachings contained therein as a guide to life, this matter indirectly has a special special intensity without excluding other subjects (Nurhidayati, 2023).

Alquran Hadith subjects contribute substantially in motivating students to implement the various teachings contained in their learning so that they can be used as guidelines for life in living human daily life (Muyassaroh, 2023). At the madrasah tsanawiyah education level, Alquran Hadith subjects tend to emphasize the implementation of learning that is oriented towards the basic abilities that must be possessed by students and become the basis for being a Muslim who obeys and implements the teachings contained in the law of its teaching sources which include writing, reading, memorizing, understanding, interpreting and implementing its content (Pramesti & Makbul, 2023).

The urgency of learning the Quran Hadith is a guide in worship, therefore learning it well can indirectly be a guide to worship in accordance with shari'ah (Septina et al., 2023). The learning process in Madrasah Tsanawiyah Negeri 5 Jember tends to be boring, this matter can be known through the results of pre-research that has been carried out. With various problems there are 10 students who pay less attention to the subject matter. There are 5 students who are found sleepy. The acquisition of student test results is below the average minimum completeness criteria (KKM) which has an impact on the lack of student understanding of the lesson. The learning process has not used interactive media.

Based on previous relevant research by (Fauziah & Hadi, 2023; Maghfiroh et al., 2024; Utomo, 2023) revealed that the use of interactive media has a high effectiveness in improving students' concept understanding of the material. Media is a variety of forms that can be utilized as a means of distributing messages (learning materials) that can provide stimulation to interest, attention, thought or willingness in undergoing the learning process so as to achieve learning objectives (Fauziah & Hadi, 2023; Wulandari & Mudinillah, 2022). Among the forms of media is multimedia which is a tool that can realize the dynamism of interactive learning through a combination of graphics, text, animation, video or audio that is connected in three important elements which include text, music or images (Julita & Purnasari, 2022; Meliyani et al., 2022; Yuniarti et al., 2023).

The purpose of this study is to determine the effectiveness of using interactive media in improving students' understanding of Alquran Hadith subjects and providing alternative learning strategies that are innovative and applicable. The benefits of this research are not only felt by students in the form of improved learning outcomes, but also by teachers in determining the right approach in the learning process. Unlike previous studies that tend to focus on the lecture method or conventional approaches, this study emphasizes the integration of technology through interactive media as the

main strategy to create learning that is more participatory, visual, and easily understood by students. There is a need for renewal in the learning process as an alternative form of determining the appropriate learning media to be implemented in the Quran Hadith subject. This aims to create a more pleasant learning atmosphere through the use of learning media that is interesting and relevant to the needs of students. This approach is also a form of anticipation in overcoming various obstacles that arise during the implementation of learning. The application of interactive media is expected to be a solution to the low involvement and understanding of students, so that learning objectives can be achieved optimally, especially increasing understanding of Alquran Hadith material.

METHODS

The method used is mixed methods with the type of classroom action research (PTK) model Kemmis and McTaggart consisting of planning, implementation, observation, and reflection stages. Data sources were obtained through observation, interviews, tests, and documentation. Research instruments included student activity observation sheets, comprehension tests, interview guides, and learning documentation. Data analysis was carried out qualitatively and quantitatively, through the stages of data reduction, tabulation, interpretation of test results, and conclusion drawing. Data validity was tested using triangulation and instrument validation techniques (Agusti et al., 2018; Iskandar et al., 2023; Nopiardo et al., 2024; Sabrina et al., 2023).

RESULT AND DISCUSSION

Understanding is an ability possessed by someone in providing an interpretation of something so that it can provide a re-explanation or detailed information related to something he has understood using his own words but still sticking to the previous concept and continuing to increase over time. (Muliawanti et al., 2022). While interactive learning media is the utilization or use of learning media based on information and communication technology as a form of effort to be able to increase interaction during the learning process between students and teachers, the form of media utilization can be offline media or online media (Andari, 2020; Rahmawati et al., 2024). Based on the results of the implementation of class action research that has been carried out as a form of effort to be able to determine the occurrence of increased understanding of class VII A students through the use of Interactive Learning Media in Quran Hadith Subjects, it can be seen through the following points;

Pre-Cycle

Pre-cycle is the first step before carrying out class action research as a form of effort to be able to find out the condition of the students' situation in carrying out learning and the level of their ability. Alfatih et al., (2024) revealed that in the early stages of research it is necessary to know the abilities and conditions of students through observation. This matter as a reference material in the future can be compared to the results obtained in cycle I and cycle II after the implementation of the research.

Based on the results of observations, interviews, measurement tests and documentation that have been carried out by the author, it can be seen that the level of student understanding of Quran Hadith learning can be categorized as low due to several things such as not paying attention to the teacher during the implementation of learning, drowsiness, joking with peers and lack of focus, However, the conditions in the field are inversely proportional to the theory expressed by Octaviana & Ramadhani, (2021) which

states that someone is declared to understand can be interpreted as someone who can classify, explain, distinguish and predict, (Zainal, 2020) reinforces that a person's ability to understand or understand something after knowing and remembering, in other words that understanding is knowing about something that can see it from various aspects. Understanding is a level of thinking ability that is a level higher than memory and memorization (Pratiwi et al., (2023).

This is evidenced by the acquisition of student test results in the category of explaining with a percentage of 40%, comparing 43%, interpreting 41%, exemplifying 42% drawing conclusions 44% and comparing various indicators 41%. It can be assumed that the low level of student understanding in the learning process requires the use of interactive learning media as a form of effort to improve students' ability to understand the Quran Hadith lesson. It can be said from the results of this pre-cycle stage that the low understanding of students in the subject of Quran Hadith. During the learning process in the classroom, students cannot explain, compare, interpret and make differences when students are appointed by the teacher to re-explain the material that has been delivered.

Cycle I

The cycle is the first step in the sequence of classroom action research activities carried out as a form of completion of the expected work. Based on the results of observations, interviews, measurement tests and documentation that have been carried out by the author in the implementation of cycle I, several things can be implemented in the utilization of interactive media to improve students' comprehension skills as follows;

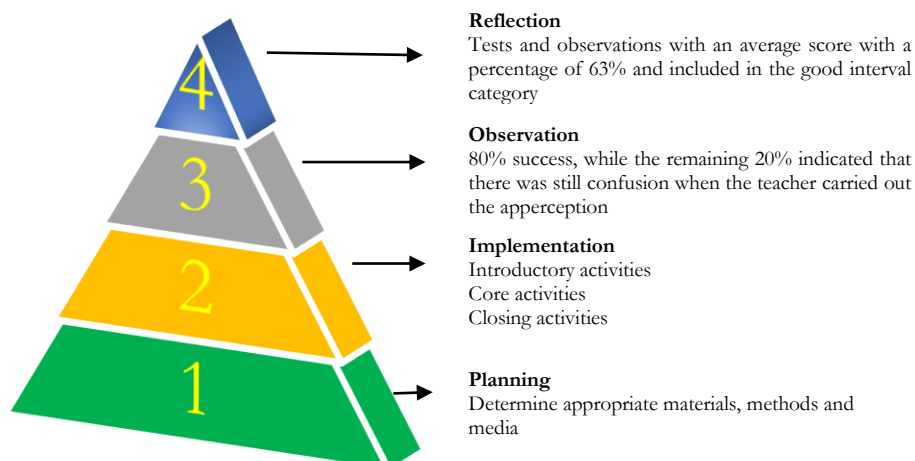


Fig 1. Cycle I results

Planning is the first step that must be taken by the teacher in an effort to improve student understanding, this matter is like the initial steps of planning in general, namely determining the appropriate material, methods and media in the implementation of learning so that it can develop teaching modules by utilizing interactive multimedia.

Implementation is a form of realization of a plan, the form of learning implementation in cycle I is adjusted to the teaching module through the following steps. Preliminary activities. The teacher starts with greetings as the opening of learning, invites students to pray together, takes attendance and checks the neatness of students, carries out apperceptions as the material that was taught at the last meeting and conveys the objectives to be achieved in this lesson. Core activities. The teacher asks students to listen and observe the material on the blackboard, supervises and guides students to orderly learning, gives students direction in summarizing the material learned, provides opportunities to ask questions and ask questions of students. Closing activities.

The teacher together with the students draws conclusions about the lesson material, conveys the learning plan for next week's meeting, asks the students' feelings after participating in the lesson and closes with prayer.

Observation is a form of activity to understand and feel related to phenomena through direct observation in the observation location of the process or object of observation. The observation process in the implementation of preliminary activities has gone well with a success percentage of 80%, while the remaining 20% indicates that there is still confusion when the teacher carries out apperception because of the use of language that is less simple so that it is difficult for students to understand. While in the core activities, the observing activities carried out by the teacher were not optimal because there were still students who had not focused on following the learning, then in the conclusion activities the students were still confused and did not dare to express their opinions. In the closing activity, it is still not optimal because the submission of questions cannot be considered representative of all students. In the observation activity, the overall activity has improved when compared to before although there are still some things that need improvement.

Based on the results of observations, interviews, measurement tests and documentation that have been carried out by the author, it can be seen that in cycle I there has been an increase in student understanding as evidenced by students' ability to explain getting a percentage of 63%, comparing 62%, interpreting 61%, exemplifying 64%, summarizing 61%, concluding 61% and making a difference 63%. This indicates that there is an increase in students' interest in participating in learning in cycle I.

Reflection is an activity to reflect on the series of learning processes that have been carried out. Test results and observations can be used as a reflection in learning so that it can be a benchmark for increasing student understanding so that it can evaluate and make improvements in the future. Based on these results, the series of processes in cycle I has gone well with the acquisition of an average score with a percentage of 63% and is included in the good interval category, regarding this has increased when compared to the pre-cycle acquisition, but still requires improvement so that it exceeds the average value of the minimum completeness criteria.

At the implementation stage in this cycle I, in the learning process the researcher uses interactive multimedia that has been prepared by the collaborator from the results of the discussion of choosing learning media to overcome the problem of low student understanding, learning media is used to overcome the problem of low student understanding because learning media is one of the most important components in the learning system component, learning media will determine the success of the learning process. Learning using interactive multimedia individually and learning using interactive multimedia classically is highly preferred by students because students find it easier to understand Quran Hadith material through animation, color variations, images, and text displayed in the program (Subhan & Novianti, 2021; Pratiwi et al., 2023). The games and symbols presented in the program stimulate students to think and motivate students to understand more and always make students happy to participate in learning (Alicia & Rani, 2022).

Pratama et al., (2021) revealed that interactive multimedia is a multimedia equipped with a controller that can be operated by the user, so that the user can choose what he wants for the next process. Examples of interactive multimedia are: interactive learning multimedia, game applications, and others.

According to the opinion (Fikri & Ramadana, 2021) it is suggested to use multimedia so that the learning process becomes more memorable and meaningful. Multimedia is a system that supports teacher communication with students during the learning process through text, audio, images, animation, video, and graphics. It is hoped that the use of this media can stimulate students' thoughts, feelings, interests, and attention in such a way that the learning process can occur (Julita & Purnasari, 2022; Yuniarti et al., 2023).

In the preliminary activities of learning in cycle I, the teacher carries out activities in accordance with the module that has been designed, in the introduction the teacher conducts orientation, namely opening with greetings, followed by reading prayers before learning, and checking the attendance of students and continuing with apperception linking the material/theme/learning activities that will be carried out with the experience of students with previous material/theme/activities. The teacher also explains the learning objectives about the material of the nature of generosity and the nature of miserliness (hadith history of Muslim from abu hurairah) After the teacher carries out preliminary activities, he immediately enters the core activities, namely the use of interactive multimedia with the theme/subject matter of hadith history of Muslim from abu hurairah, the use of the media is prepared in advance, which media is related to the theme discussed. The steps of using interactive multimedia in summary are that the teacher divides telling students to pay attention to the material displayed, the teacher occasionally supervises students who are not focused on learning, students play a quiz that contains questions and then answers them.

In this stage of cycle I, students' understanding of the Quran Hadith lesson still did not reach the indicators that the researchers determined, because there were some students who still did not fully pay attention to the material displayed in front, there were also students who talked to their classmates when the teacher gave the material. However, if you look at the comparison in cycle I with the Pre-cycle in cycle I, understanding can be said to have increased after the use of interactive multimedia, because students are partly seen paying attention to the media used, namely in the form of material during learning, the attention of students is focused on the poster.

The results of the implementation of cycle I still do not reach the indicators, it will be continued to the next cycle, namely cycle II so that students' understanding of Quran Hadith lessons is even higher. And to deal with problems at the first cycle stage, various improvement efforts have been designed at the next cycle stage, such as when students still do not really understand the material being explained, students have not been able to conclude / exemplify personally from the results of observing, and there are students who are less serious in paying attention to the material that the teacher has provided using interactive multimedia in the learning and the teacher will be more active to accompany and supervise students.

Cycle II

The cycle is the first step in a sequence of classroom action research activities carried out as a form of completion of the expected work. Based on the results of observations, interviews, measurement tests and documentation that have been carried out by the author in the implementation of cycle I, several things can be implemented in the utilization of interactive media to improve students' comprehension skills as follows;

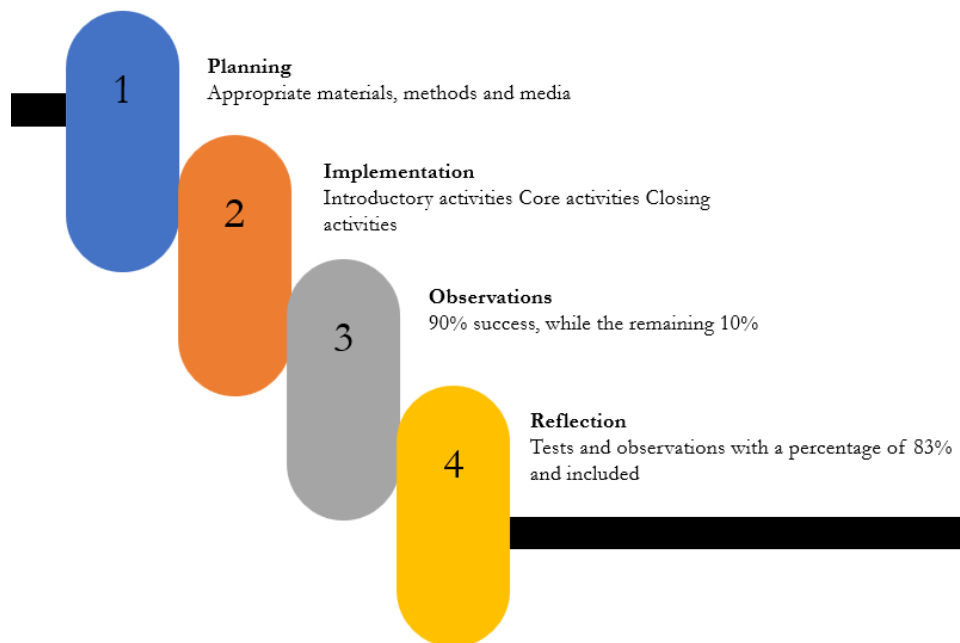


Fig. 2 Cycle II results

Planning is the first step that must be taken by the teacher in an effort to improve student understanding, regarding this matter as the initial step of planning contained in cycle I in general, namely determining the appropriate material, methods and media in the implementation of learning so as to compile teaching modules by utilizing interactive multimedia with an emphasis on the lack of overall focus of students in participating in learning and lack of courage to convey learning conclusions.

Implementation is a form of realization of a plan, the form of learning implementation in cycle II is adjusted to the teaching module as contained in cycle I through the following steps Preliminary activities. The teacher starts with greetings as an opening for learning, invites students to pray together, takes attendance and checks student neatness, carries out apperceptions as the material that was taught at the last meeting and conveys the objectives to be achieved in this lesson. Core activities. The teacher asks students to listen and observe the material on the blackboard, supervises and guides students to orderly learning, gives students direction in summarizing the material learned, provides opportunities to ask questions and ask questions of students. Closing activities. The teacher together with the students draws conclusions about the lesson material, conveys the learning plan for next week's meeting, asks the students' feelings after participating in the lesson and closes with prayer.

Observation is a form of activity to understand and feel related to phenomena through direct observation in the observation location of the process or object of observation. The observation process in the implementation of preliminary activities has gone well with a 90% success percentage, while the remaining 10% indicates that there are still students who are not used to it but can adjust after being given some grace period. Whereas in the core activities, the observing activities carried out by the teacher are not optimal because there are still students who have not focused on participating in the learning, then in the conclusion activities the students are still confused and have not dared to express their opinions. In the closing activity, it is still not optimal because the submission of questions cannot be considered representative of all students. In the observation activities, all activities have improved when compared to before although there are still some things that need improvement.

Based on the results of observations, interviews, measurement tests and documentation that have been carried out by the author, it can be seen that in cycle II there has been an increase in student understanding as evidenced by students' ability to explain getting a percentage of 63%, comparing 62%, interpreting 61%, exemplifying 81%, summarizing 85%, concluding 81% and making a difference 83%. This indicates that there was an increase in student interest in participating in learning in cycle II.

Reflection is an activity to reflect on the series of learning processes that have been carried out. Test results and observations can be used as a reflection in learning so that it can be a benchmark for increasing student understanding so that it can evaluate and make improvements in the future. Based on these results, the series of processes in cycle I has gone well with the acquisition of an average score with a percentage of 83% and is included in the very good interval category, regarding this has increased when compared to the pre-cycle and cycle I results, so that the series of learning processes can be stated to have gone well as expected.

The implementation stage in cycle II is the activity of the Quran Hadith learning process using interactive multimedia and in this cycle II stage it can be seen that students are very attentive and listen to the media applied. Students pay attention to the existing material, starting from the beginning of the learning introduction to the end of the students are very attentive. Students are also active in core activities during the learning process, students can also explain and summarize the material that has been taught in accordance with the indicators of understanding. [Meha et al., \(2022\)](#) states that students' level of comprehension ability can be seen when students can explain in their own sentences what they read or hear, give other examples from what has been exemplified. This theory is in accordance with the findings produced in cycle II that students can explain, summarize and exemplify when participating in learning, students can also understand the material with the learning process of the Quran hadith using interactive multimedia.

With the implementation of the use of interactive multimedia learning in Quran Hadith lessons can improve student understanding. This can be seen from the outline that shows the acquisition value of the test results from pre-cycle to cycle II there is an increase in student understanding in its measurement. Based on the test data, it is clear that there is an increase in student understanding in each cycle. With the increasing number of increases in student understanding in Quran Hadith lessons using interactive multimedia in each cycle, it means that the level of achievement of goals is getting better in each cycle.

The findings are in line with research ([Damayanti, 2022](#); [Maria & Nurahman, 2023](#)) on the use of interactive multimedia in improving student understanding in the subject of Quran Hadith. Learning using Interactive multimedia is achieving performance indicators and the average value of students before using interactive multimedia is 51% has not reached the maximum minimum completeness criteria. This is supported by research and theory from [Alfath et al., \(2024\)](#) which concludes that multimedia is a learning tool that can provoke student interest in a fun way and the results of interviews conducted indicate that the way to attract students' attention is by utilizing media such as power points that are inserted with pictures.

Students are said to understand when in learning students can respond and explain and interpret in accordance with the indicators of student understanding, so that the use of interactive multimedia can increase student understanding ([Ningsih et al., 2022](#)). With the application of interactive

multimedia in Quran Hadith material, it can improve student understanding. This can be seen in the average question results from pre-cycle to cycle II. Student understanding in using interactive multimedia increases (Damayanti, 2022). The graph shows that student understanding increases every cycle. With the increasing interest of students in understanding Quran Hadith by using Interactive Multimedia in each cycle, it means that the level of target achievement increases every cycle. From some of the explanations, it can be concluded that the class action research carried out can improve student understanding of the Quran Hadith subject through the use of interactive multimedia.

At the time of the pre-cycle implementation, students' understanding was in the low or poor category, then the implementation of cycles I and II was carried out, which in turn increased students' understanding gradually from cycle I to cycle II. Researchers argue that this research has met the criteria for success, therefore this research is considered quite successful and is stopped. During the implementation of the pre-cycle, students' understanding of learning was in the low or poor classification, then cycles I and II were carried out which in turn increased students' understanding slowly in each cycle. Researchers argue that this research has achieved high category scores in accordance with the interval of this study, therefore this research is considered quite successful and this research was stopped in cycle II. The use of interactive multimedia in the subject of Quran Hadith can improve student understanding, students are easier to understand the material because of the use of interactive multimedia that can be observed and students also pay attention to the material during the Quran Hadith learning process in which the learning uses interactive multimedia.

CONCLUSION

Based on the results of the research implementation, it was found that the use of interactive multimedia was significantly able to improve students' understanding in the subject of Alquran Hadith. The application of this media creates a more interesting and participatory learning atmosphere, so that students are more focused, active, and able to absorb the material better. This finding shows that the use of interactive multimedia is an effective and relevant learning alternative to improve the quality of Islamic Education learning, especially in the subject of Alquran Hadith.

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