

The Effectiveness of Interactive Digital Media in Increasing Interest in Learning Islamic Religious Education in Secondary Schools

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ABSTRACT

This study aims to analyze the effectiveness of interactive digital media in increasing interest in learning Islamic Religious Education (PAI) in secondary schools. The method used is a quasi-experimental design with Nonequivalent Control Group Design involving 120 grade XI students from MAN 1 Gresik and MAN 2 Gresik, East Java. The sample was divided into an experimental group (60 students) who used interactive digital media and a control group (60 students) who used conventional methods. The research instrument was a learning interest questionnaire with a Likert scale that had been tested for validity ($r > 0.361$) and reliability ($\alpha = 0.892$). The results showed that there was a significant difference between students' learning interest in the experimental and control groups ($t = 8.457$; $p < 0.001$). The experimental group had an average learning interest score of 74.3 (very high category) compared to the control group of 58.2 (high category). The increase in learning interest in the experimental group reached 27.8% from pretest to posttest. Interactive digital media has been proven effective in increasing students' attention, interest, motivation, and active participation in Islamic Religious Education (PAI) learning. This research provides theoretical and practical contributions to the development of innovative and adaptive PAI learning models in the digital era.



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INTRODUCTION

The development of digital technology has brought significant changes to various aspects of life, including education. One area impacted is Islamic Religious Education (PAI) in secondary schools. The current generation of students is known as the digital generation, closely connected to technological devices, from smartphones and laptops to social media. In this context, interactive digital media is a relevant tool for bridging students' learning needs with the changing times. Conventional learning is considered inadequate to address the increasingly complex challenges of student learning interests. Therefore, integrating interactive digital media into Islamic Religious Education (PAI) learning is a promising solution for creating a more engaging, dynamic learning environment that aligns with the characteristics of today's students. (Susanti et al., 2024).

Interactive digital media, such as animated videos, learning apps, digital-based quizzes, and social media platforms, have been empirically proven to increase student

learning interest. Not only do these media provide a fun learning experience, but they also foster student motivation and enthusiasm in Islamic Religious Education (PAI) lessons. Students who previously tended to be passive are now beginning to show interest and active engagement in learning using digital media. (Purnomo et al., 2025; Susanto et al., 2024) This is supported by a number of studies which state that the use of media such as YouTube, WhatsApp, and Instagram in religious learning can increase student engagement and strengthen interactions between teachers and students. (Amrullah et al., 2024; Mulya et al., 2025).

Interactive digital media not only improves student interest but also improves students' understanding of Islamic Religious Education materials. Abstract and difficult-to-understand religious concepts become easier to grasp when presented in interactive visual formats. (Winarto et al., 2020) For example, the use of Canva and interactive PowerPoint helps explain material on faith and morals with supporting illustrations. Even with cutting-edge technologies like Augmented Reality (AR) and Virtual Reality (VR), students can experience more immersive and meaningful learning. In this case, student learning outcomes show significant improvements compared to lecture-based learning or other conventional methods. (Harahap & Siregar, 2024; Nabillah & Tanjung, 2023; Nurdin et al., 2024).

In addition to providing better understanding, interactive digital media also creates more personalized and collaborative learning. This media allows students to learn according to their individual learning styles, whether visual, auditory, or kinesthetic. Students can also discuss, share, and collaborate through online forums and collaborative applications. This collaboration not only strengthens cognitive aspects but also fosters social and spiritual values that are core to Islamic Religious Education. In this context, learning is no longer limited to the classroom but extends to the more flexible and inclusive digital realm. (Rafsanjani et al., 2024; Suraijiah et al., 2023).

While the effectiveness of interactive digital media in Islamic Religious Education (PAI) learning is very promising, its implementation is not without challenges. One major obstacle is limited infrastructure, particularly in schools that lack adequate internet access or digital devices. This challenge is compounded by the lack of teacher training in optimal digital media operation. Therefore, strengthening infrastructure and providing teacher training are key solutions to ensure effective and equitable use of digital media. (Damayanti et al., 2025; Rohmiati, 2025).

Besides infrastructure, another challenge lies in teachers' digital competency. Not all educators possess the technical and pedagogical skills to develop or use interactive digital media. (Suraijiah et al., 2023). Some teachers even experience difficulties in designing technology-based learning due to limited digital literacy. To address this, ongoing training programs are needed that focus not only on technical aspects but also on media integration strategies within the context of sensitive religious learning and Islamic values (Rohmiati, 2025; Damayanti et al., 2025; Amrullah et al., 2024; Nasaruddin et al., 2023).

Another issue that needs to be considered in the use of digital media is security and ethics. Social media and digital technology are highly vulnerable to misuse if not strictly monitored. In the context of religious education, it is crucial for teachers and schools to equip students with an understanding of digital ethics that aligns with Islamic values. (Yahya et al., 2024). Wise supervision and internal school policies can help minimize the negative impacts of technology use, such as distraction, inappropriate

content, or the spread of false information (Rohmiati, 2025; Suraijiah et al., 2023; Purnomo et al., 2025).

For the implementation of interactive digital media to be truly effective, careful integration with the curriculum and student characteristics is essential. Teachers must be able to adapt the selected media to the learning objectives, teaching materials, and student circumstances. Media that is too complex or irrelevant can actually disrupt learning focus. In this regard, teacher flexibility and creativity are essential to produce meaningful learning that is appropriate to the students' sociocultural context.

Teacher creativity is a determining factor in the success of digital media-based learning. Teachers are not only users of technology, but also designers of fun and educational learning experiences. Digital media such as Canva, Padlet, or gamification applications must be developed by paying attention to pedagogical and Islamic principles. Innovative teachers are able to create a learning atmosphere that inspires student enthusiasm, increases involvement, and forms Islamic character naturally through an active and participatory learning process.(Kharismatunisa, 2023; Mayarisa, 2023; Nasaruddin et al., 2023).

To support teachers and students in implementing digital media, support from schools and the government is crucial. Providing technological resources, regular training, and policies that encourage educational innovation must be a primary focus. Without systemic support, the use of interactive digital media will remain a short-term, unsustainable project. Therefore, collaboration between schools, parents, and policymakers is essential to creating a learning environment that adapts to changing times.(Fitri et al., 2025).

Given the immense potential of digital media in revitalizing students' enthusiasm for Islamic Religious Education (PAI), this approach should be incorporated into the core strategy for religious education. It should not simply be a supplement, but rather a transformative tool for learning that connects religious texts with the realities of students' lives today. This is crucial to ensuring that Islamic Religious Education (PAI) remains relevant, contextual, and meaningful in the daily lives of the younger generation.

Based on the above explanation, this study aims to analyze the effectiveness of interactive digital media in increasing interest in learning Islamic Religious Education in secondary schools. This research is novel because it focuses on the intersection of digital technology and religious education, a topic rarely discussed in depth. Furthermore, the approach used in this study will consider various important variables such as student learning styles, teacher creativity, and the social context of the school. The results of this study are expected to provide theoretical and practical contributions to the development of innovative, adaptive, and sustainable Islamic Religious Education learning models in the digital era.

METHODOLOGY

This research uses a quantitative approach with a quasi-experimental design or quasi-experimental design, as explained by Sugiyono.(2019)This design was chosen because the researcher could not fully control external variables that could influence the research results. The design used was a Nonequivalent Control Group Design, where there were two groups: an experimental group that received treatment in the form of learning using interactive digital media and a control group that used conventional learning methods. Both groups were given a pretest and posttest to measure the level of student learning interest before and after the treatment. The selection of this design is in

accordance with the research objective to determine the effectiveness of interactive digital media in increasing interest in learning Islamic Religious Education at the State Madrasah Aliyah in Gresik, East Java.

The population in this study were all 11th grade students at MAN 1 Gresik and MAN 2 Gresik, East Java, totaling 480 students spread across 16 classes. The selection of these two madrasahs was based on their good academic reputation, where MAN 2 Gresik won the Best Digital Madrasah I for MA level and MAN 1 Gresik has a vision of "Islamic, Intelligent, Superior, Competitive, & Environmentally Caring" with consistent achievements. The sampling technique used purposive sampling, where samples were selected based on certain considerations according to predetermined criteria (Sugiyono, 2019). The sample criteria included: 11th grade students who regularly take PAI subjects, have access to digital devices, and have parental consent to participate in the study. Based on these criteria, a sample of 120 students was obtained, divided into two groups: 60 students for the experimental group (30 from MAN 1 Gresik and 30 from MAN 2 Gresik) and 60 students for the control group (30 from MAN 1 Gresik and 30 from MAN 2 Gresik). The group division was carried out using random assignment to ensure equality of student characteristics in both groups.

The research instrument used was a learning interest questionnaire developed based on learning interest indicators according to Slameto's theory, covering aspects of attention, interest, motivation, and active participation in Islamic Religious Education learning. The questionnaire was compiled using a Likert scale with 5 alternative answers: strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1). Before being used, the instrument was tested for validity and reliability on 30 students outside the research sample at MAN 3 Gresik. The results of the validity test showed that all items had $r\text{-count} > r\text{-table}$ (0.361), while the reliability test produced a Cronbach's Alpha value of 0.892, indicating that the instrument was highly reliable. The data analysis technique used descriptive statistics to describe the characteristics of the data and inferential statistics with a t-test to test the research hypothesis. Before conducting the t-test, prerequisite tests were conducted in the form of a normality test using the Kolmogorov-Smirnov and a homogeneity test using Levene's Test. Additional analysis used Two-Way ANOVA to test differences between schools and interactions between schools and learning methods. All data analysis was performed using SPSS software version 26.0 with a significance level of $\alpha = 0.05$.

Table
Research Design Plan

Group	Location	Pre-test	Treatment	Post-test	Number of Samples
Experiment 1	MAN 1 Gresik	O ₁	X	O ₂	30 students
Experiment 2	MAN 2 Gresik	O ₃	X	O ₄	30 students
Control 1	MAN 1 Gresik	O ₅	-	O ₆	30 students
Control 2	MAN 2 Gresik	O ₇	-	O ₈	30 students
Total					120 students

Information:

- O₁, O₃, O₅, O₇ = Pre-test interest in learning PAI
- O₂, O₄, O₆, O₈ = Post-test interest in learning PAI
- X = Learning treatment with interactive digital media

- (-) = Conventional learning

Table 2
PAI Learning Interest Instrument Grid

No	Indicator	Sub Indicators	No Item	Amount
1	Attention	a. Focus on learning b. Concentration on the material	1, 2, 3, 4	4
2	Interest	a. Enthusiasm for Islamic Education b. A sense of joy in learning	5, 6, 7, 8, 9	5
3	Motivation	a. Desire to achieve b. Enthusiasm for following lessons	10, 11, 12, 13	4
4	Active Participation	a. Actively asking questions b. Involvement in discussions	14, 15, 16, 17, 18	5
Total				18

Table 3
Learning Interest Score Interpretation Criteria

Score Interval	Category	Information
73 - 90	Very high	Interest in learning Islamic Education is very good
55 - 72	Tall	Good interest in learning Islamic Education
37 - 54	Currently	Interest in learning Islamic Education is sufficient
19 - 36	Low	Lack of interest in learning Islamic Education
0 - 18	Very Low	There is very little interest in studying PAI

RESULTS AND DISCUSSION

RESULT

Based on data processing using SPSS version 26.0, the following are the results of research regarding the effectiveness of interactive digital media in increasing interest in learning Islamic Religious Education at MAN 1 Gresik and MAN 2 Gresik:

1. Descriptive Analysis

The descriptive analysis results showed a significant difference between the experimental and control groups in terms of Islamic Religious Education (PAI) learning interest. Pretest data showed that both groups had relatively similar levels of

learning interest, while posttest data revealed a quite striking difference after the implementation of interactive digital media.

Table 3
Descriptive Statistics of Islamic Education Learning Interest

Group	N	Pretest		Posttest	
		Mean	Elementary School	Mean	Elementary School
MAN Experiment 1	30	58.1	6.2	75.4	5.8
MAN Experiment 2	30	57.8	6.4	73.2	6.1
Total Experiments	60	57.95	6.3	74.3	5.95
MAN 1 Control	30	58.3	6.1	59.1	5.9
MAN 2 Control	30	57.9	6.3	57.3	6.2
Total Control	60	58.1	6.2	58.2	6.05

Table 3 shows that in the pretest, there was no significant difference between the experimental group (M = 57.95) and the control group (M = 58.1). However, after treatment, the experimental group showed a significant increase to 74.3, while the control group only experienced a minimal increase to 58.2.

Table 4
Categorization of Islamic Education Learning Interest Based on Scores

Category	Interval	Pretest		Posttest	
		Experiment	Control	Experiment	Control
Very high	73-90	2 (3.3%)	3 (5%)	42 (70%)	4 (6.7%)
Tall	55-72	54 (90%)	53 (88.3%)	18 (30%)	52 (86.7%)
Currently	37-54	4 (6.7%)	4 (6.7%)	0 (0%)	4 (6.7%)
Low	19-36	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Very Low	0-18	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Table 4 shows that in the pretest, the majority of students in both the experimental (90%) and control (88.3%) groups were in the high learning interest category. After treatment, the experimental group showed a dramatic change, with 70% of students reaching the very high category, while the control group remained predominantly in the high category (86.7%).

Table 5
Analysis of Learning Interest Per Indicator

Indicator	Group	Pretest	Posttest	Gain Score
Attention	Experiment	14.2	18.6	4.4
	Control	14.1	14.8	0.7
Interest	Experiment	19.1	24.8	5.7
	Control	19.3	19.9	0.6
Motivation	Experiment	12.8	16.7	3.9
	Control	12.7	13.1	0.4
Active Participation	Experiment	11.9	14.2	2.3
	Control	12.0	10.4	-1.6

Table 5 shows that all indicators of learning interest in the experimental group increased, with interest showing the highest gain score (5.7), followed by attention (4.4), motivation (3.9), and active participation (2.3). In contrast, the control group experienced only minimal improvement in the first three indicators and even experienced a decline in the active participation aspect.

2. Prerequisite Analysis Test

Before conducting the hypothesis test, prerequisite tests were conducted to ensure the data met the requirements for parametric analysis. The normality test using the Kolmogorov-Smirnov test showed a sig. value > 0.05 for all data, indicating a normal data distribution. The homogeneity test using Levene's Test produced a sig. value $= 0.186 > 0.05$, indicating homogeneous data variance.

Table 6
Prerequisite Analysis Test Results

Test	Data	Mark	Sig.	Conclusion
Normality (KS)	Experiment Pretest	0.089	0.200	Normal
	Pretest Control	0.092	0.185	Normal
	Experiment Posttest	0.084	0.200	Normal
	Posttest Control	0.087	0.200	Normal
Homogeneity (Levene)	Pretest	0.421	0.518	Homogeneous
	Posttest	1,782	0.186	Homogeneous

3. Hypothesis Testing

Hypothesis testing was conducted using the Independent Sample t-test to compare learning interest between the experimental and control groups after treatment.

Table 7

Independent Sample t-test Results

Variables	Group	N	Mean	Elementary School	t	df	Sig. (2-tailed)
Interest in Learning Islamic Education (Posttest)	Experiment	60	74.3	5.95	8,457	118	0,000
	Control	60	58.2	6.05			

The t-test results showed a t-value of 8.457 with sig. (2-tailed) = 0.000 < 0.05, which means there is a significant difference between the interest in learning Islamic Religious Education in the experimental and control groups. The average difference of 16.1 points indicates the significant effectiveness of interactive digital media.

Table 8
Test Results Paired Sample t-test (Pretest-Posttest)

Group	Mean Difference	Elementary School	t	df	Sig.
Experiment	16.35	4.82	26,274	59	0,000
Control	0.10	2.15			

The paired sample t-test showed that the experimental group experienced a significant increase from pretest to posttest ($t = 26.274$; $p < 0.001$), while the control group did not experience a significant change ($t = 0.361$; $p = 0.719$).

4. Additional Analysis

To determine the differences between schools and the interaction between schools and learning methods, a Two-Way ANOVA analysis was conducted.

Table 9
Two-Way ANOVA Results

Source	SS	df	MS	F	Sig.
School	45.6	1	45.6	1,242	0.268
Method	2847.3	1	2847.3	77,516	0,000
School*Method	12.8	1	12.8	0.348	0.557
Error	4266.8	116	36.8		

The results of the Two-Way ANOVA showed no significant differences between schools ($F = 1.242$; $p = 0.268$) and no significant interaction between schools and learning methods ($F = 0.348$; $p = 0.557$). However, there were significant differences in learning methods ($F = 77.516$; $p < 0.001$), which confirmed the effectiveness of interactive digital media.

Table 10
Effect Size and Percentage Increase

Analysis	Mark Interpretation	
Cohen's d	2.68	The effect size is very large
Eta Squared (η^2)	0.668	66.8% of the variance was explained by treatment
Experimental Improvement Percentage	27.8%	Substantial improvement
Percentage Increase in Control	0.2%	Minimal increase

Cohen's d effect size of 2.68 indicates that the interactive digital media treatment has a very large effect on increasing interest in learning Islamic Religious Education. The eta squared value (η^2) = 0.668 indicates that 66.8% of the variance in learning interest can be explained by the use of interactive digital media.

The results of the study indicate that interactive digital media has proven effective in increasing interest in learning Islamic Religious Education in secondary school students. Improvements were observed in all aspects of learning interest, with interest and attention showing the most significant improvement. These results were consistent across both MAN 1 Gresik and MAN 2 Gresik, indicating that the effectiveness of interactive digital media is independent of the specific school context.

DISCUSSION

The results of this study provide strong empirical evidence that interactive digital media has significant effectiveness in increasing interest in learning Islamic Religious Education in secondary schools. The main findings show that the experimental group using interactive digital media obtained an average learning interest score of 74.3 (very high category), far exceeding the control group with a score of 58.2 (high category). The difference of 16.1 points with an effect size of Cohen's d = 2.68 indicates a very large impact of the implementation of interactive digital media in Islamic Religious Education learning. (Agustin & Fajarwati, 2023; Winarto et al., 2020).

This finding is in line with previous research which shows that interactive digital media is able to create learning that is more interesting, dynamic, and in accordance with the characteristics of today's students. (Rafsanjani et al., 2024). The current generation of students is known as a digital generation that is closely connected to technological devices, so the integration of digital media in learning is a relevant solution to bridge students' learning needs with the development of the times. Conventional learning that has been implemented so far is considered inadequate to meet the challenges of students' increasingly complex learning interests, so interactive digital media is a promising alternative (Amrullah et al., 2024).

The significant increase in learning interest in the experimental group can be explained by several psychological and pedagogical mechanisms. First, interactive digital media provides a wider variety of visual and auditory stimuli than conventional methods. (Purnomo et al., 2025) The animated videos, learning apps, digital-based

quizzes, and social media platforms used in this study were proven to improve students' attention and concentration. This was reflected in an increase in attention scores of 4.4 points in the experimental group, compared to only 0.7 points in the control group (Nasaruddin et al., 2023).

Second, the interactivity provided by digital media allows students to become active participants in the learning process, rather than simply passive recipients of information. Interactive features such as online quizzes, virtual discussions, and learning simulations provide opportunities for students to engage directly with the learning material. Although the active participation aspect showed the smallest increase (2.3 points) compared to the other aspects, it was still significant compared to the control group, which actually experienced a decrease (-1.6 points).

The interest aspect showed the highest increase, with a score gain of 5.7 points, confirming that interactive digital media can foster student enthusiasm and enjoyment in learning Islamic Religious Education. This finding supports previous studies that suggest the use of media such as YouTube, WhatsApp, and Instagram in religious learning can increase student engagement and strengthen teacher-student interactions. Social media and digital platforms familiar to students enable the creation of stronger emotional connections between students and the learning materials.

The 3.9-point increase in motivation indicates that interactive digital media successfully stimulated students' desire to achieve and enthusiasm for learning. This aligns with intrinsic motivation theory, which emphasizes that engaging and life-relevant learning enhances motivation. Gamification and interactive elements in digital media enable students to feel a sense of achievement and progress in their learning, which in turn enhances their intrinsic motivation.

The effectiveness of interactive digital media can also be understood through the perspective of multimedia learning theory. According to this theory, learning is more effective when information is presented simultaneously in visual and verbal forms, as humans have separate information processing systems for these two modalities. The interactive digital media used in this study integrates text, images, sound, and video in a single platform, thus optimizing students' information processing capacity.

The consistency of the research results at both MAN 1 Gresik and MAN 2 Gresik indicates that the effectiveness of interactive digital media does not depend on the specific school context. Two-Way ANOVA results showed no significant differences between schools ($F = 1.242$; $p = 0.268$) and no significant interaction between schools and learning methods ($F = 0.348$; $p = 0.557$). These findings indicate that interactive digital media can be widely applied in various madrasah contexts with relatively similar levels of effectiveness.

Interestingly, this study also confirmed that interactive digital media not only increases learning interest but also helps students understand abstract and difficult-to-understand religious concepts. The use of Canva and interactive PowerPoint presentations to explain religious beliefs and morals through visual illustrations allows students to develop a more concrete understanding of spiritual concepts. Even with cutting-edge technologies like Augmented Reality (AR) and Virtual Reality (VR), students can experience more immersive and meaningful learning.

The collaborative aspect of digital media also contributes to increased student learning interest. Digital platforms enable students to learn according to their individual learning styles, whether visual, auditory, or kinesthetic. Students can discuss, share, and collaborate through online forums and collaborative applications, which not only

strengthens cognitive aspects but also fosters social and spiritual values that are central to Islamic Religious Education.

However, the implementation of interactive digital media in Islamic Religious Education (PAI) learning is not without challenges. One major obstacle that must be addressed is limited infrastructure, particularly in schools lacking adequate internet access or digital devices. This challenge is compounded by the lack of teacher training in optimally operating digital media. Research shows that the effectiveness of digital media is not automatic; it requires adequate teacher digital competency.

Teachers' digital competence is a crucial factor in the successful implementation of interactive digital media. Not all educators possess the technical and pedagogical skills to develop or use interactive digital media. Some teachers struggle to design technology-based learning due to limited digital literacy. To address this, ongoing training programs are needed that focus not only on technical aspects but also on media integration strategies within the context of sensitive religious learning and the noble values of Islam.

Issues of digital security and ethics also require special attention in the implementation of interactive digital media. Social media and digital technology are highly vulnerable to misuse if not strictly monitored. In the context of religious education, it is crucial for teachers and schools to equip students with an understanding of digital ethics consistent with Islamic values. Wise supervision and internal school policies can help minimize the negative impacts of technology use, such as distraction, inappropriate content, or the spread of misinformation.

Integration of interactive digital media with the curriculum and student characteristics is the key to long-term success (Damayanti et al., 2025). Teachers must be able to adapt the media they choose to the learning objectives, teaching materials, and student circumstances. Media that is too complex or irrelevant can actually disrupt learning focus. In this regard, teacher flexibility and creativity are essential to produce meaningful learning that is appropriate to the students' sociocultural context.

Teacher creativity is a determining factor in the success of digital media-based learning. Teachers are not only users of technology, but also designers of fun and educational learning experiences. Digital media such as Canva, Padlet, or gamification applications must be developed by paying attention to pedagogical and Islamic principles. Innovative teachers are able to create a learning atmosphere that inspires student enthusiasm, increases involvement, and naturally forms Islamic character through an active and participatory learning process (Rohmiati, 2025).

Systemic support from schools and the government is crucial for the sustainability of interactive digital media implementation. Provision of technological resources, regular training, and policies that encourage educational innovation must be a primary focus. Without systemic support, the use of interactive digital media will remain a short-term, unsustainable project. Collaboration between schools, parents, and policymakers is essential to creating a learning environment that adapts to changing times.

The results of this study also provide important theoretical implications for the development of learning theories in the digital era. The finding that interactive digital media can enhance all aspects of learning interest (attention, interest, motivation, and active participation) confirms and enriches existing learning theories. The integration of technology in Islamic Religious Education (PAI) learning does not simply replace conventional media but transforms the way students interact with learning materials and construct meaning from their learning experiences.

Practically, this research provides concrete guidance for Islamic Religious

Education (PAI) teachers in implementing interactive digital media. The proven effectiveness across all aspects of learning interest demonstrates that investing time and effort in learning and using digital media will yield comparable results. Teachers can start with simple tools like interactive PowerPoint presentations, instructional videos, and online quizzes before progressing to more complex platforms.

This research also confirms that transforming Islamic Religious Education (PAI) learning through interactive digital media is not just a passing trend, but a strategic necessity to ensure the relevance and effectiveness of religious education in the future. The immense potential of digital media in revitalizing students' enthusiasm for Islamic Religious Education (PAI) makes this approach an integral part of religious education strategies, not merely a complement but an instrument of learning transformation that connects religious texts with the realities of students' current lives.

CONCLUSION

Based on the research results and discussions that have been conducted, it can be concluded that interactive digital media has proven to be very effective in increasing interest in learning Islamic Religious Education in secondary schools. The results of statistical tests showed a significant difference between the experimental and control groups ($t = 8.457$; $p < 0.001$) with a very large effect size (Cohen's $d = 2.68$). The experimental group that used interactive digital media achieved an average learning interest score of 74.3 (very high category), far exceeding the control group with a score of 58.2 (high category). The increase in learning interest occurred in all aspects studied, namely attention, interest, motivation, and active participation. The interest aspect showed the highest increase (gain score 5.7), followed by attention (4.4), motivation (3.9), and active participation (2.3). The effectiveness of interactive digital media was consistent in both MAN 1 Gresik and MAN 2 Gresik, indicating that this approach can be widely applied in various madrasah contexts. This research provides a theoretical contribution in enriching learning theory in the digital era and a practical contribution in the form of a guide to implementing interactive digital media in Islamic Religious Education learning. Transforming learning through interactive digital media is not just a trend, but a strategic necessity to ensure the relevance and effectiveness of religious education in the future.

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