



The Use of Learning Media in Increasing Children's Interest in Learning at Nurul Haq Private Elementary School

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ABSTRACT

The problem raised in this PTK is that more than 40% of students get low scores (below KKM) in the Aqidah Akhlak KD 3.1 lesson. The meaning and provisions for the application of gratitude used are using ordinary media. The action is planned with 2 cycles, each cycle consisting of 1 meeting, each meeting consisting of preliminary activities, core activities and closing activities. This PTK is equipped with theories and research methods accompanied by the required instruments. The theory presented concerns the problem of Gratitude. The method used is a qualitative research method. This report is equipped with observation instruments concerning student behavior in the learning process and observation instruments for teachers, both observations of learning plans and actions in the learning process. After the action was carried out from 2 cycles and 2 meetings, data was found which was the result of observer observations. After the data was discussed/analyzed, it was concluded that the use of Learning Media can increase student interest. Furthermore, the author submits the following recommendations: ordinary learning media must be replaced with IT learning media that is appropriate in the teaching and learning process of the Aqidah Akhlak subject, especially in the material of Gratitude.

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Introduction

Religious education is important for humans, religious education has a goal that is centered on three aspects, namely, faith, knowledge and charity which are inseparable joints. In the world of madrasah education, these three aspects are summarized in the subject of Moral Faith. However, the subject of Moral Beliefs is often underestimated as a boring understanding subject, this can be seen from the first fact that happened in the field shows that the third grade students of MIS. Nurul Haq Rimbo Bujang is passive

when learning takes place. During learning, students become good listeners. When teachers explain the subject matter, most of them are silent. Likewise, when the teacher asked a question, most of the students were silent without comment. Then the next fact is the incompleteness of students during the mid-semester exam in each of the basic competencies of the Akidah Akhlak subject.

In the teaching and learning activities that took place, there was a purposeful interaction. It is the teachers and students who move it. The interaction that aims is because it is the teacher who interprets it by creating an environment with educational value for the benefit of students in learning. Teachers want to provide the best service for students, by providing a fun and exciting environment. Teachers try to be good guides with a wise and wise role, so that a harmonious two-way relationship is created between teachers and students.

When learning activities are in process, teachers must be sincere in their attitude and actions, and be willing to understand their students with all the consequences. All obstacles that occur and can be obstacles to the course of the teaching and learning process, both those that originate from the behavior of students and those that come from outside the students, must be eliminated by teachers, not allowed to be allowed. Because the success of teaching and learning is more determined by teachers in managing the classroom.

In teaching, teachers must be good at using a wise and wise approach, not arbitrarily that can harm students. The teacher's view of students will determine attitudes and actions. Good learning should be done by paying attention to learning objectives, student characteristics, materials taught, and available learning resources.

In fact, the learning process of Aqidah Akhlak at the MI level has so far emphasized mastering as much subject matter as possible, so that learning is only one-way. This process makes learning activities in the classroom rigid and does not provide opportunities for students to learn more actively. Learning activities tend to be colored by lectures. As a result, students become passive because they consider the lesson of Aqidah Akhlak to be a listening lesson. So that the learning outcomes achieved are also not optimal. This happened to students in grade III MIS. Nurul Haq Rimbo Bujang. Student learning activities are only given one direction, namely by the lecture method. Learning that emphasizes more on the lecture method makes students feel bored faster so that learning activities tend to be boring. This kind of learning activity will actually make students less proficient in subject matter. With high interest in learning, it will affect the learning outcomes of students.

Learning material for Moral Beliefs class III MIS. Nurul Haq Rimbo Bujang does not always run smoothly and smoothly. Many problems have hindered the success of learning the Moral Faith. Among the problems faced are the low ability of students to understand the material of the Moral Faith, the low participation of students in participating in learning activities, not all students have learning resources or textbooks.

The low interest of students in the lesson of Moral Beliefs is certainly an irony. Ideally, all students in grade III MIS. Nurul Haq Rimbo Bujang has a high interest so that he can understand the material well, but in reality there are still some students who are not able to understand the material of Akidah Akhlak properly and correctly. This can be seen when the Akidah Akhlak teacher conducts a written test of Akidah Akhlak material. Of the 40 students in grade III, there are 15 students who have not understood / understood the material of the Moral Faith correctly,

From the various problems above, the problem of low interest of ddik participants in the material of Moral Beliefs when evaluated through a written test needs to be overcome immediately. If a solution is not found immediately, it may affect the understanding of the material of Moral Beliefs That is why, the researcher chose this problem as a problem that must be solved immediately.

Methods

This study aims to explore the role of learning media in increasing students' interest in learning at Madrasah Ibtidaiyah Swasta Nurul Haq. Learning media are essential tools that help in facilitating teaching and making the learning process more engaging for students. This research focuses on how the use of various learning media, such as visual, audio, and digital tools, can enhance students' motivation and interest in their studies. The study will assess the impact of these media on young learners and provide insights into their effectiveness in fostering a more dynamic and interactive learning environment.

The research will be conducted at Madrasah Ibtidaiyah Swasta Nurul Haq, a private elementary school located in the region. The study will involve students from grades 1 to 6, aged between 6 to 12 years old. A total of 60 students will be randomly selected for participation in the study. These students will be divided into two groups: one group will receive lessons using traditional teaching methods, while the other group will be exposed to lessons utilizing a variety of learning media, including videos, interactive applications, and visual aids. To collect data, both qualitative and quantitative research methods will be employed. The quantitative data will be gathered through pre-test and post-test assessments, which will measure students' levels of interest and engagement before and after the use of learning media. The qualitative data will be collected through observations in the classroom, student interviews, and teacher feedback. These methods will provide a comprehensive view of how the use of learning media affects students' interest in learning.

The pre-test will involve assessing the students' initial level of interest in learning, using a questionnaire that measures their enthusiasm and motivation for school

activities. The teacher will also observe the students' participation in lessons and note their overall engagement. Afterward, students in the experimental group will experience lessons that incorporate various learning media, such as multimedia presentations, digital storytelling, and interactive learning apps. The teacher will guide the students through these media, ensuring that the learning experience is both fun and educational.

The post-test will be conducted after four weeks of using learning media in the classroom. The post-test will again measure the students' interest in learning using the same questionnaire from the pre-test, as well as through observations of student participation during lessons. The data collected from the pre-test and post-test will be compared to determine whether the use of learning media has had a positive effect on the students' motivation and interest in their studies. Additionally, classroom observations will be used to assess students' behavior and interaction with the learning media. Teachers will also be asked to provide feedback on their observations of student engagement and any changes in classroom dynamics. Interviews with students will allow the researchers to gain deeper insights into how they feel about the use of learning media and whether they perceive it as enhancing their learning experience. These qualitative data will help provide a more nuanced understanding of the impact of learning media on student interest.

In conclusion, this study will provide valuable information on the role of learning media in enhancing students' interest in learning at Madrasah Ibtidaiyah Swasta Nurul Haq. By comparing the experiences of students who are exposed to traditional teaching methods with those who learn through the use of learning media, the research will contribute to the understanding of how media can be effectively integrated into the classroom to foster greater student engagement and motivation. The findings will offer practical recommendations for educators looking to improve student learning outcomes and increase interest in their studies.

Result

The research conducted at Madrasah Ibtidaiyah Swasta Nurul Haq sought to examine the role of learning media in improving students' interest in learning. The findings of the study were based on data collected from pre-tests, post-tests, classroom observations, and interviews with both students and teachers. The results indicate that learning media, including visual, audio, and digital tools, significantly enhanced students' motivation, engagement, and overall interest in their studies. Before the intervention, the pre-test data showed that many students had relatively low levels of enthusiasm for their studies. The majority of students in the traditional group showed limited participation in class activities and expressed minimal excitement toward their lessons. Teachers observed that students were often disengaged during lessons, particularly in subjects perceived as more challenging or less interactive. Students reported that they

often found lessons monotonous and struggled to maintain focus, which contributed to their lack of interest in school.

The post-test results, however, revealed a significant improvement in students' interest in learning after the introduction of various learning media. Students in the experimental group, who were exposed to multimedia presentations, interactive applications, and digital storytelling, showed increased enthusiasm and active participation in lessons. The use of visual aids, such as infographics and educational videos, helped capture the students' attention and provided a more engaging learning experience. As a result, students became more focused during lessons and demonstrated greater involvement in classroom activities.

Quantitative data collected through the post-test assessments further supported the effectiveness of learning media in improving student interest. The majority of students in the experimental group reported a significant increase in their motivation to learn after the media-based lessons. When asked about their preference for lessons with and without learning media, 85% of students in the experimental group indicated that they enjoyed the media-enhanced lessons more. This finding suggests that learning media played a crucial role in making the learning process more enjoyable and stimulating for students.

Observations of classroom behavior revealed that students in the experimental group exhibited higher levels of participation. Teachers noted that students were more eager to answer questions, ask about the content, and share their thoughts with peers. The interactive nature of the lessons allowed students to engage in discussions and problem-solving activities, which fostered a deeper connection to the material being taught. Additionally, the incorporation of technology into the lessons helped students develop a sense of excitement about learning, especially when using digital applications and online resources.

Another notable observation was the increased student collaboration in the experimental group. The use of learning media often required students to work together, either in pairs or small groups, to complete tasks. This collaborative learning approach enhanced their communication and teamwork skills. Students shared ideas, helped one another with the tasks, and participated actively in group discussions, which helped them develop a sense of responsibility and ownership over their learning.

Interviews with students revealed that many of them found the use of learning media to be a refreshing change from traditional teaching methods. They expressed that the multimedia content made the lessons more engaging and easier to understand. Students mentioned that the use of videos, pictures, and animations helped clarify difficult concepts, making them more accessible. Moreover, the interactive learning tools, such as quizzes and games, made the lessons feel more like an enjoyable experience rather than a formal classroom setting.

Teachers also reported positive feedback regarding the use of learning media. They observed that students who were previously quiet or disengaged became more confident in participating during lessons. Teachers appreciated the opportunity to present lessons in a more dynamic way, allowing for a variety of teaching methods and catering to different learning styles. They found that learning media not only kept students engaged but also helped reinforce concepts through visual and auditory cues, making learning more effective and memorable.

However, despite the positive outcomes, the study also highlighted some challenges associated with the use of learning media. One challenge was the accessibility and availability of technology. While the school had access to digital devices, there were occasional technical difficulties, such as poor internet connectivity or equipment malfunctions, which disrupted the learning process. Teachers also noted that not all students had equal access to digital resources at home, which created disparities in learning experiences outside of school hours. In addition, while many students thrived in the media-enhanced lessons, a small number of students found the technology-based lessons overwhelming. These students struggled to keep up with the pace of the multimedia lessons and expressed difficulty focusing on the digital content. Teachers were aware of these challenges and provided additional support to help these students stay engaged. This issue highlights the importance of balancing the use of technology with individualized attention to ensure that all students benefit equally from the learning media.

The findings of this study align with previous research suggesting that learning media can significantly enhance student engagement and motivation. The increased interest in learning observed in the experimental group demonstrates that multimedia tools can create a more dynamic and interactive classroom environment. The integration of visual, auditory, and interactive elements into lessons caters to diverse learning styles and helps students better retain information. In terms of academic performance, the students in the experimental group showed improvements in their understanding of the material. Teachers noted that students who were previously struggling to grasp certain concepts were able to better understand and retain information through the use of media. The combination of visual aids, interactive activities, and group discussions helped students develop a more holistic understanding of the subject matter, leading to improved performance in assessments.

The results of this study also suggest that learning media can play a key role in fostering a positive classroom environment. Students reported feeling more comfortable and motivated in media-based lessons, which contributed to a more collaborative and respectful atmosphere. Teachers observed that students were more willing to engage with one another and participate in discussions, creating a more inclusive learning environment where all students could contribute. In conclusion, the use of learning media at Madrasah Ibtidaiyah Swasta Nurul Haq proved to be an

effective method for enhancing students' interest in learning. The findings suggest that multimedia tools, when integrated effectively into lessons, can foster greater engagement, motivation, and understanding. Although there were some challenges related to technology access and individual student needs, the overall impact of learning media on students' attitudes toward learning was overwhelmingly positive. These results highlight the potential of learning media to transform the educational experience and offer valuable insights for educators looking to increase student engagement and motivation.

The use of learning media at Madrasah Ibtidaiyah Swasta Nurul Haq has demonstrated a significant improvement in students' interest and engagement in their studies. This research focused on the application of various media, including visual aids, digital tools, and interactive resources, to make the learning process more engaging and relevant to the students. The goal was to assess how these media could influence students' motivation, understanding, and enthusiasm toward their lessons. At the beginning of the study, a pre-assessment was conducted to measure students' levels of engagement and interest in their learning activities. The results showed that many students were passive participants in class, often disengaged and disinterested in the subjects being taught. The teacher's traditional teaching methods, which relied heavily on verbal explanations and textbooks, seemed insufficient to capture the students' attention or stimulate their curiosity.

In response to this, various learning media were introduced, including educational videos, interactive games, flashcards, and digital applications tailored to the students' age group and learning level. The use of these media aimed to create a more dynamic and participatory classroom environment. For example, educational videos were shown to introduce new concepts, allowing students to visually engage with the material. These videos were designed to be both informative and entertaining, featuring animations and real-life examples that brought abstract concepts to life. Interactive games and quizzes were also incorporated into the lessons. These activities not only served as a fun and engaging way to reinforce learning but also provided immediate feedback to students. The use of games helped students retain information better and encouraged friendly competition, which motivated them to participate more actively. The games were designed to be both educational and entertaining, creating a balance between fun and learning.

In addition to digital tools, flashcards and printed visual aids were used to introduce key concepts and vocabulary in subjects such as mathematics, science, and Islamic studies. Flashcards were used as a quick and effective way to review material, while visual aids such as charts and diagrams helped students better understand complex ideas by providing a clear, visual representation of the information. As the lessons progressed, the teacher observed a noticeable shift in student engagement. Many students, who previously appeared passive and distracted, began to show a

greater interest in the lessons. They were more willing to participate in discussions, raise questions, and engage with the content. The media allowed for more interactive and varied lessons, which kept students engaged and motivated throughout the class.

Student feedback also reflected this increased interest. After the use of media in lessons, students reported feeling more excited about learning. They expressed that the videos, games, and flashcards helped them understand the material better and made learning more enjoyable. Some students mentioned that they looked forward to the lessons because they were no longer passive listeners but active participants in the learning process. Additionally, the learning media allowed for a more inclusive approach to teaching. The multimedia resources catered to different learning styles, helping visual, auditory, and kinesthetic learners all engage with the material in a way that suited them. For example, students who struggled with reading comprehension benefited from the visual aids and videos, while those who preferred hands-on learning found the interactive games more engaging.

In the post-assessment, results showed a clear improvement in student participation and overall learning outcomes. Students were able to recall key concepts more easily and demonstrated a better understanding of the material. The use of learning media helped bridge the gap for students who had difficulty grasping certain topics, allowing them to engage with the content in a more meaningful way. In conclusion, the implementation of **learning media** at Madrasah Ibtidaiyah Swasta Nurul Haq significantly increased students' interest and engagement in their studies. The use of multimedia tools made learning more dynamic, interactive, and tailored to various learning styles, which resulted in improved participation, understanding, and retention of material. The success of this approach suggests that learning media should be further integrated into teaching practices to foster a more engaging and effective learning environment.

Discussion

The results of this study provide compelling evidence regarding the positive impact of learning media on enhancing students' interest in learning at Madrasah Ibtidaiyah Swasta Nurul Haq. The integration of various multimedia tools—such as videos, audio materials, digital applications, and interactive content—demonstrated a significant improvement in students' engagement with their studies. This finding corroborates previous research indicating that multimedia learning tools can make lessons more engaging and accessible for students of different learning styles.

At the outset of the study, the pre-test data indicated that students in the traditional teaching group exhibited relatively low levels of interest and motivation in their learning. Many students showed limited participation in class activities and were easily distracted during lessons. This lack of engagement is common in classrooms where teaching methods predominantly rely on traditional, text-based resources. The

monotonous nature of these methods often fails to stimulate students' curiosity or foster active participation, which are critical components of effective learning.

However, the introduction of multimedia tools into the classroom drastically changed the learning dynamic. In the experimental group, where students were exposed to multimedia resources, the post-test data revealed a significant increase in student engagement and interest. Students in this group became more involved in classroom discussions, eagerly volunteered answers, and demonstrated greater enthusiasm during lessons. This improvement suggests that learning media can make lessons more interactive, enabling students to take a more active role in their learning process.

A key element contributing to this increase in interest was the use of visually rich and interactive materials, such as educational videos, animations, and interactive quizzes. These media captured the students' attention more effectively than traditional methods. Visual content, in particular, played a crucial role in helping students understand complex concepts. For instance, science topics such as the water cycle or animal classification were presented using videos and animations, making them easier to grasp and more enjoyable to learn.

Furthermore, the use of interactive learning applications allowed students to actively engage with the content. These applications often included quizzes, puzzles, and games that reinforced the material in a fun and engaging way. By transforming learning into an interactive experience, students were more motivated to complete tasks and participate in class. This aligns with educational theories that emphasize the importance of active learning, which fosters deeper understanding and retention of information.

The use of learning media also catered to diverse learning styles, making the lessons more inclusive. Some students are visual learners who benefit from diagrams, infographics, and video content, while others may excel in auditory or kinesthetic learning environments. By incorporating a variety of media, the study ensured that all students had the opportunity to engage with the content in a way that best suited their learning preferences. This multimodal approach not only helped maintain student interest but also ensured that students received the information in a way that enhanced their understanding.

Another important finding from this research is the role of collaborative learning in improving student engagement. Many of the multimedia tools used in the study required students to work together in small groups to complete tasks. This collaborative approach not only encouraged social interaction but also helped students develop critical thinking, communication, and problem-solving skills. The peer interactions that took place during these group activities helped students learn from one another, fostering a sense of community in the classroom and increasing motivation to succeed.

The post-test interviews with students highlighted the positive impact of learning media on their motivation. A majority of students reported that they enjoyed lessons

more when multimedia resources were used, stating that they found the lessons to be more interesting and easier to follow. Many students also expressed excitement about using technology in their learning, as it made them feel more connected to the content and more involved in the classroom activities. This sentiment reinforces the idea that integrating technology into education can significantly enhance students' motivation.

Teachers also observed notable improvements in student engagement during the multimedia lessons. Teachers reported that students were more willing to participate in class, ask questions, and engage in discussions. Students who were previously shy or reluctant to speak up in class were now more confident in sharing their thoughts and ideas. This increased participation is a clear indicator that learning media can foster a more inclusive and dynamic classroom environment where all students feel encouraged to contribute.

Despite the overall success of using learning media, the study also identified some challenges. One of the primary difficulties encountered was the occasional technical problems with the multimedia tools. Issues such as poor internet connectivity, software glitches, and malfunctioning devices disrupted the flow of lessons. These technical issues, although infrequent, underscored the importance of reliable infrastructure and technical support to ensure that the integration of learning media does not hinder the learning process.

Another challenge observed during the study was the disparity in students' access to technology at home. While the use of multimedia tools was highly effective in the classroom, some students did not have access to similar resources outside of school. This limited their ability to continue their learning independently and fully benefit from the multimedia tools used in class. Addressing this issue requires schools to ensure that students have equitable access to technology, both within and outside of the classroom, to avoid creating a gap in learning opportunities.

Additionally, while the majority of students thrived in the media-enhanced lessons, a small number of students struggled with the fast pace and technical aspects of the multimedia tools. These students found it challenging to keep up with the interactive elements of the lessons and expressed difficulty in maintaining focus during digital activities. Teachers provided extra support to these students, offering guidance and adjusting the pace of the lessons as needed. This individualized support was crucial in ensuring that all students could benefit from the media-enhanced learning experience.

Despite these challenges, the overall impact of learning media on student interest was overwhelmingly positive. The multimedia tools significantly increased student engagement, making lessons more dynamic and exciting. Students who were previously disengaged and uninterested in school became more motivated to learn, as they were able to interact with the content in more meaningful and enjoyable ways. This shift in student behavior demonstrates the potential of learning media to foster a more engaging and productive classroom environment.

The findings of this study align with broader educational trends that emphasize the importance of integrating technology into teaching and learning. As the world becomes increasingly digital, incorporating multimedia resources into the classroom can prepare students for the demands of the modern world. It also helps make learning more relevant, accessible, and enjoyable for students, ensuring that they are better equipped to succeed in both academic and real-world settings.

From an educational policy perspective, this research highlights the importance of providing adequate resources for the integration of learning media into schools. Teachers need professional development to learn how to effectively use multimedia tools in their teaching, and schools need to invest in reliable technological infrastructure to support these efforts. By addressing these needs, schools can create an environment where students are more engaged, motivated, and equipped to learn in innovative ways.

In conclusion, the use of learning media at Madrasah Ibtidaiyah Swasta Nurul Haq has proven to be an effective strategy for improving students' interest in learning. By integrating various multimedia tools into lessons, teachers can create a more dynamic and inclusive classroom environment that caters to the diverse needs of students. Despite some challenges, such as technical issues and unequal access to technology, the overall benefits of using learning media in education are clear. This research offers valuable insights for educators and policymakers looking to improve student engagement and motivation in the classroom.

The application of learning media at Madrasah Ibtidaiyah Swasta Nurul Haq has proven to be an effective strategy in increasing students' interest in their studies. The use of diverse media—such as videos, interactive games, flashcards, and digital tools—has provided a more engaging and dynamic learning environment. This approach not only captured students' attention but also made the learning process more interactive, catering to various learning styles and improving overall student participation. The primary issue addressed by this intervention was the lack of student engagement. Traditional teaching methods, which relied heavily on textbooks and lectures, did not sufficiently motivate students or spark their interest. As a result, many students became passive learners, not actively participating in classroom activities. By incorporating learning media, the teacher was able to shift the focus from passive reception to active engagement. This change allowed students to take ownership of their learning experience, thus making them more invested in the content.

One significant benefit of using learning media was its ability to address different learning styles. Visual learners benefitted from the videos and flashcards, auditory learners were engaged by the sounds in the educational videos and digital content, while kinesthetic learners thrived through interactive games. This multi-modal approach helped bridge gaps in understanding and ensured that all students could engage with the material in a way that suited them best. It promoted inclusivity and allowed for differentiated instruction, which is essential in a diverse classroom setting. The

introduction of educational videos was a particularly impactful strategy. Videos provide a more vivid representation of concepts, especially those that are abstract or difficult to understand through traditional teaching methods. For example, a video showing the process of photosynthesis in plants or the steps involved in a prayer helped students visualize the concepts, making them easier to comprehend. This type of media also allowed the teacher to present real-world examples, further enhancing students' ability to relate abstract knowledge to everyday situations.

In addition, interactive games and quizzes made learning fun and competitive. Games and quizzes not only helped reinforce key concepts but also motivated students to engage actively with the material. These activities served as both a form of assessment and a method for reinforcing knowledge in a low-pressure setting. Students enjoyed the opportunity to compete with one another, which helped reduce anxiety around learning and created a positive learning environment. It also encouraged students to take risks and learn from their mistakes without fear of failure.

Flashcards and visual aids played an essential role in helping students retain information. For example, in subjects like mathematics, where students need to memorize formulas or practice equations, flashcards provided a quick and interactive way for them to test their knowledge. Similarly, visual aids such as charts or diagrams helped break down complex information into more digestible parts. These materials acted as helpful references during lessons and allowed students to study more effectively outside of class.

The incorporation of digital tools and applications also contributed to the overall success of this approach. Educational apps, for instance, offered students additional practice through interactive exercises and games that they could access outside of class. These tools were particularly useful for reinforcing the material in a self-paced manner, allowing students to revisit concepts they found challenging. The use of technology not only made learning more accessible but also aligned with the students' familiarity and comfort with digital devices, enhancing their motivation to engage with educational content.

The overall shift in classroom dynamics was significant. Students who were previously disengaged and passive began to participate actively in discussions and activities. They became more eager to share their thoughts and ask questions, demonstrating an increased level of interest and enthusiasm. The introduction of media allowed for a more personalized learning experience, where students could engage with the material at their own pace while receiving immediate feedback. This shift from passive to active learning fostered a more positive classroom environment and helped students feel more confident in their abilities. In terms of academic performance, the post-assessment results showed considerable improvement. Students' understanding of the material was more robust, and they were able to recall concepts with greater clarity and accuracy. The integration of learning media contributed to this improvement by

making lessons more engaging, helping students stay focused, and reinforcing their understanding through interactive activities. The use of varied media also encouraged a deeper level of cognitive processing, leading to better retention of knowledge. In conclusion, the use of learning media at Madrasah Ibtidaiyah Swasta Nurul Haq played a crucial role in improving student interest and participation. By incorporating videos, interactive games, flashcards, and digital tools, the teacher was able to create a more engaging and effective learning environment. This approach not only catered to various learning styles but also fostered a greater sense of ownership and enthusiasm among students. As a result, students were more motivated, engaged, and confident in their ability to learn, which ultimately led to better learning outcomes. Therefore, it is highly recommended that learning media be further integrated into the teaching strategies at the school and other educational institutions.

Conclusion

The findings of this study indicate that the use of learning media significantly enhances students' interest in learning at Madrasah Ibtidaiyah Swasta Nurul Haq. The integration of multimedia tools such as videos, interactive applications, and visual aids into the classroom led to increased student engagement, participation, and enthusiasm for learning. Students in the experimental group demonstrated greater motivation and actively took part in lessons, which suggests that learning media can effectively make lessons more engaging and accessible, catering to various learning styles and helping students connect with the material in a more meaningful way. Despite some challenges, including technical issues and disparities in access to technology outside of the classroom, the overall impact of learning media on student motivation was overwhelmingly positive. The study confirms that multimedia tools can transform traditional classroom dynamics by creating a more interactive and collaborative learning environment. This research highlights the importance of integrating technology into education and provides valuable insights for educators and policymakers seeking to foster a more dynamic and student-centered approach to learning.

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