Implementation of Multimedia-Based Interactive Teaching Materials In Increasing Interest In Learning Pai

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Abstrak

Pendidikan agama sering kali dianggap monoton dan kurang menyenangkan oleh siswa, sehingga berpotensi menurunkan minat mereka untuk mempelajari materi dengan lebih mendalam. Oleh karena itu, bahan ajar interaktif berbasis multimedia dipandang sebagai solusi potensial untuk mengatasi tantangan ini. Penelitian ini bertujuan untuk mengidentifikasi sejauh mana bahan ajar multimedia interaktif dapat meningkatkan minat belajar siswa dalam mata pelajaran PAI. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus yang melibatkan satu kelas VIII yang terdiri dari 30 siswa di MTs Miftahul Khair. Data dikumpulkan melalui observasi, wawancara dengan guru dan siswa, serta analisis dokumen terkait bahan ajar yang digunakan. Analisis data dilakukan secara tematik dengan mereduksi, menyajikan, dan menarik kesimpulan berdasarkan data yang telah dikumpulkan. Hasil penelitian menunjukkan bahwa implementasi bahan ajar interaktif berbasis multimedia meningkatkan berbagai indikator minat belajar siswa. Partisipasi aktif siswa dalam kelas meningkat dari 40% menjadi 75%, perhatian siswa selama pembelajaran meningkat dari 45% menjadi 80%, dan keterlibatan siswa dalam diskusi kelas dan hasil belajar juga mengalami peningkatan signifikan. Meskipun ditemukan kendala berupa keterbatasan akses teknologi, hasil penelitian ini menunjukkan manfaat multimedia jauh lebih besar daripada tantangan yang dihadapi. Penelitian ini menunjukkan bahwa bahan ajar berbasis multimedia dapat menjadi solusi efektif untuk meningkatkan minat belajar siswa pada mata pelajaran PAI. Peneliti menyarankan agar sekolah menyediakan infrastruktur teknologi yang memadai dan memberikan pelatihan kepada guru untuk mengoptimalkan penggunaan multimedia dalam pembelajaran. Studi selanjutnya perlu dilakukan dengan cakupan yang lebih luas untuk mengeksplorasi dampak jangka panjang dan faktor-faktor lain yang dapat memengaruhi keberhasilan implementasi multimedia dalam pendidikan.

Kata Kunci: *Multimedia, Minat* Belajar, *Pendidikan Agama Islam*

Abstract

Students often find religious lessons monotonous and unpleasant, which can reduce their desire to study the material in more depth. As a result, multimedia-based interactive teaching materials are considered the correct answer to this problem. This research aims to determine the extent to which interactive multimedia teaching materials can arouse students' interest in

studying PAI subjects. This research uses qualitative methods with case study methodology, with one class VIII totaling 30 students at MTs Miftahul Khair. Data was collected through observation, interviews with teachers and students, and document analysis regarding the teaching materials used. Data analysis was thematically by reducing, presenting, and drawing conclusions from the data collected. Research findings show that multimedia-based interactive teaching materials increase various indicators of students' learning interest. Students' active participation in class grew from 40% to 75%, students' attention during learning increased from 45% to 80%, and students' involvement in class discussions and learning outcomes also increased drastically. Even though obstacles are found in the form of limited access to technology, this research's findings show that multimedia's benefits outweigh the challenges. This study found that multimedia-based teaching materials can effectively increase students' enthusiasm for learning PAI subjects. Researchers recommend that schools provide enough technology infrastructure and teacher training to maximize the use of multimedia in learning. Future research should be undertaken with a broader scope to investigate the long-term effects and other aspects that may influence the success of multimedia applications in education.

Keywords: *Multimedia, Interest in* Learning*, Islamic Religious Education*

Introduction

Many educators, including those at MTs Miftahul Khair, encounter the difficulty of students' interest in learning about Islamic Religious Education (PAI) subjects. According to initial research findings, students' lack of interest in learning impacts not only their behavior in class, but also their understanding and application of religious principles in everyday life. When students are less interested in the subject delivered, they tend to have difficulties absorbing the core of the lesson, resulting in inferior academic grades.[1] As a result, Islamic Religious Education (PAI) subjects play a significant role in forming students' character and values. Innovative efforts are required to make PAI learning more fascinating and relevant to the demands of today's youth.[2]

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[1] S, Andrean, & Niam, M. Khusnun. "Peningkatan Spiritualitas Melalui Media Pembelajaran Interaktif Pada Mata Pelajaran Akidah Akhlak," *Irfani* 16*, no. 1 (2020): 26–45.
[2] M, Alfian, *et. al*., "Desain dan Produksi Media Pembelajaran PAI Berbasis Multimedia Interaktif," *JIEP: Journal of Islamic Education Papua* 1, no. 2 (2024): 143–160.

Based on observations of 30 class VIII students at MTs Miftahul Khair, 30% of students showed a decrease in enthusiasm for studying Islamic Religious Education (PAI) subjects. Several markers have been identified that indicate a decline in interest in learning. The first indicator is the absence of active student participation. Students in this category take a passive approach to learning, such as not asking questions, not responding to the teacher's questions, or participating less in class discussions. This situation shows that individuals are not motivated to be actively involved in learning.[3] The second indicator is a lack of engagement with the material. Students frequently daydream, talk to their classmates, and are preoccupied with other activities while learning. This demonstrates that individuals have difficulties focusing on the topic being presented.[4] Furthermore, student learning outcomes decline. A student receives a grade below the class average on an assignment or test. Their poor learning outcomes may be the result of a lack of interest and participation in the learning process. Finally, the delivery of material appears monotonous and lacks diversity. Students sometimes become bored with learning methodologies that rely solely on long lectures or book texts, with no engaging media or interactive tools. Students become less motivated in researching the content further because they do not recognize the direct relevance or value of what they are learning in everyday life.[5]

On the other side, PAI has a significant role in shaping students' moral and spiritual values, hence it is critical to find effective approaches to pique students' interest in this subject. *William James*, a psychologist and philosopher, proposed that interest is a type of attention with a strong and enduring quality. According to *James*, curiosity is not only a fleeting concern, but also includes profound needs and feelings.[6] In the learning setting,

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[3] J. H, Prijanto, & F, De Kock, "Peran guru dalam upaya meningkatkan keaktifan siswa dengan menerapkan metode tanya jawab pada pembelajaran online," *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 11, no. 3 (2021): 238–251.

[4] Rahmawati, *et. al*., "Analisis Kesulitan Belajar Siswa Materi Indahnya Kebersamaan," *Scholarly Journal of Elementary School* 3, no. 1 (2023): 46–51.

[5] M, Khair, & N. A, Hidayati, "Membangun Minat Siswa dalam Pembelajaran Sejarah Kebudayaan Islam Melalui Strategi dan Metode Modul Ajar yang Kreatif," *Akhlak: Jurnal Pendidikan Agama Islam Dan Filsafat* 2, no. 1 (2025): 47–56.

[6] A. A, P., "Pengembangan Minat Belajar Dalam Pembelajaran," *Idaarah: Jurnal Manajemen Pendidikan* 3, no. 2 (2019): 205.

students' interest in learning can be piqued by providing an engaging and rewarding experience. Interesting and varied learning helps pique students' interest in staying engaged and delving deeper into the content. To raise students' interest in studying, different initiatives are required to improve learning outcomes. According to various theoretical and practical research, the use of multimedia-based interactive teaching materials is viewed as a viable solution to this problem. Using multimedia technology, students can study in a more enjoyable and structured manner.[7]

Several prior research have highlighted the value of interactive instructional materials in increasing learning outcomes. According to Awaliyah 2025's research,[8] the usage of interactive multimedia can boost student involvement in learning due to its engaging nature and capacity to communicate information visually, audibly, and interactively. Furthermore, Fitriana 2021,[9] found that technology-based teaching resources can help students comprehend material faster and more successfully. However, this study focuses on the development of teaching materials rather than how their application in the classroom affects students' enthusiasm in learning.

Even while research into multimedia-based interactive teaching tools has advanced, there is still a vacuum in their use in the field of Islamic Religious Education (PAI). Many contemporary studies simply look at the usefulness of teaching materials in general or in other areas, including science and math, without focusing on religious instruction. In reality, PAI has distinct qualities that necessitate a different learning technique than other disciplines. Aside from that, research on hurdles to the deployment of multimedia-based interactive teaching materials in school environments, particularly Madrasah Tsanawiyah (MTs), remains scarce. This provides possibilities to investigate the empirical elements of adopting these teaching resources in a PAI learning scenario.

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[7] Raibowo, *et. al*., "Efektivitas dan Uji Kelayakan Bahan Ajar Tenis Lapangan Berbasis Multimedia Interaktif." *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 5, no.7 (2020): 944.

[8] I. N, Awaliyah. & Y, T, A. "Inovasi Pembelajaran Matematika : Video Pembelajaran Interaktif Untuk Meningkatkan Keaktifan dan Motivasi Belajar Siswa Mathematics Learning Innovation : Interactive Learning Videos to Increase Student Learning Activity and Motivation," *Jurnal Pendidikan Matematika Indonesia* 3, no. 2, (2025): 1–18.

[9] A, Fitriana, "Penggunaan Bahan Ajar Berbasis Teknologi Dan Informasi dalam Proses Pembelajaran PPKN," *Prosiding Seminar Nasional IAHN-TP Palangka Raya* 3, no. 1 (2021): 35–47.

Based on this gap analysis, this study seeks to investigate the use of multimedia-based interactive teaching materials to increase interest in learning PAI at MTs Miftahul Khair. This study focuses not only on the implementation process, but also on the challenges encountered and their effects on pupils. This study's distinctiveness comes in the specific setting of PAI learning at the MTs level, as well as the holistic methodology employed to examine the deployment of interactive teaching materials. Thus, it is intended that this study would make theoretical and practical contributions to attempts to improve the quality of Islamic Religious Education (PAI) learning in Indonesia.

Methodes

This study takes a qualitative approach with a case study design. This technique was chosen because it allows researchers to delve deeply into the process of establishing multimedia-based interactive teaching materials at MTs Miftahul Khair, as well as study the perspectives of students and teachers who have used these materials. The objective of this research is to analyze occurrences that occur naturally in the field without undue intervention by researchers.[10]

The research participants were PAI subject teachers and class VIII students at MTs Miftahul Khair. Teachers were chosen as the primary informants because they are the direct implementers of interactive teaching resources, whilst students were recruited to observe the impact of teaching materials on their learning interests. Subject selection was purposeful, taking into account their involvement in the learning process.

Data were gathered using three basic methods: observation, interviews, and documentation. Observations are conducted to monitor student activities while learning, particularly how students respond to interactive instructional resources. Interviews were performed with teachers and students to gather information on their experiences, perspectives, and the impact of multimedia teaching tools on students' learning preferences. As well as documents pertaining to the educational materials used.

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[10] U, Ridlo. (2023), "Metode Penelitian Studi Kasus: Teori dan Praktik. In *Uinjkt.Ac.Id*. https://notes.its.ac.id/tonydwisusanto/2020/08/30/metode-penelitian-studi-kasus-case-study/,   (accessed December 12, 2024).

Data was analyzed using thematic analysis. Data collected through observation, interviews, and documentation were initially minimized to remove extraneous information. Furthermore, the data is provided in a descriptive narrative format to facilitate drawing inferences.[11] The findings of this study are expected to provide an overview of how multimedia-based interactive teaching resources might boost students' interest in Islamic Religious Education (PAI) lessons, as well as their experiences utilizing these teaching materials.[12]

Result and Discussion

Implementation of Multimedia-Based Interactive Teaching Materials

The use of media not only allows for different ways to deliver knowledge, but it may also capture students' interest and boost their participation in the learning process.[13] Based on the findings of researchers' observations of class VIII MTs Miftahul Khair throughout multiple Islamic Religious Education (PAI) learning sessions that included interactive media. Researchers observed the following essential points:

For starters, the class appears to be more active and energetic than past traditional learning environments. Students appear to be more engaged in discussions and ask more

Figure 1. Learning Video About Tayammum

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[11] Dwi Kristanto, Y., & Sri Padmi, R, "Analisis data kualitatif: Penerapan analisis jejaring untuk analisis tematik yang cepat, transparan, dan teliti," *Jurnal Koridor* 1, no. 5 (2020): 1–21.

[12] N, S. O., & Saputra, M. I, "IMPLEMENTASI MODEL PEMBELAJARAN BERBASIS PROYEK DALAM MENINGKATKAN KEMANDIRIAN BELAJAR SISWA," *Jurnal Ilmiah Prodi Pendidikan Agama Islam* 16, no. 1 (2024): 118–130.

[13] Linta, *et*. *al*. "Pengembangan Website "SAGA" (Sejarah Arab Pra-Islam di Game Angkasa) tentang Kisah Kondisi Arab Pada Pembelajaran PAI Kelas III Sekolah Dasar," *Jurnal Basicedu* 8, no. 2 (2024): 1346–1356.

questions throughout learning. One example is that when Tayammum-related content is presented in the form of animated films, pupils pay close attention and ask questions. This learning video demonstrates the processes of *Tayammum* in a straightforward and practical manner, ensuring that students not only understand the theory but also know how to apply it appropriately. As indicated in the figure below:

The image above is part of the *tayamum* learning video. Someone demonstrated the stages of Tayammum well and concisely. He uses clean dust to demonstrate how to pick it up, then rubs his face and hands up to the elbows. The steps of *Tayammum* are clearly described to help students understand the procedure.

Second, after the learning session, the inclusion of interactive quizzes increases student engagement. Students eagerly use mobile gadgets to take quizzes, thereby increasing their engagement. They compete to get the best grades, so that learning becomes fun and motivates them to absorb the material thoroughly. As shown in the image below:

Figure 2. Interactive Quiz on Tayammum

An interactive quiz on tayammum has an interface page in this image. This quiz contains many types of questions, including true or false, short answers, and multiple choice. Each question includes a field and a button to select an answer. This design is straightforward and easy to use, and the color accents may pique pupils' interest.

Third, to enhance the learning experience, the teacher uses presentation slides (PPT). This helps kids grasp more abstract concepts. Some students took detailed notes while viewing the images, indicating that they found the subject more understandable. The image below shows one of the presentation slides about the division of filthy.

Figure 3. PowerPoint Presentation about Thaharah

The image above is one of the presentation slides that explains various types of uncleanness. This slide is given the big title "*Thaharah* (purity)" and is followed by important points that differentiate uncleanness into three types: najis *mughalladhah* (heavily impure), najis *mutawassitah* (moderately impure), and najis *mukhaffafah* (lightly impure). Each type of uncleanness is described with illustrations and brief explanations. To improve visualization, additional graphics such as water and dust icons, as well as illustrations of dirty symbols, are included.

Student Responses to the Use of Interactive Teaching Materials

One of the most significant outcomes of this research is increased student participation. Observations reveal that when students learn using multimedia teaching tools, they interact more actively with teachers and peers. The numerous questions kids asked, as well as their enthusiastic replies to various exercises, proved their interest. Visual components such as films and animations aid pupils in comprehending abstract subjects. This demonstrates that interactive learning media can be used to accommodate

a variety of student learning styles. As a result, pupils will be more interested in and motivated to pursue Islamic Religious Education (PAI).[14]

Student responses to multimedia interactive teaching materials are very good. In an interview with Mr. Ahmad Yani, S.Pd., PAI MTs Miftahul Khair teacher, the researcher asked how students reacted to multimedia-based teaching materials. He explained:

"Children are more interested in learning PAI with this multimedia teaching material compared to previous conventional methods, they not only listen, but they also actively participate in the learning process in class."[15]

This was supported by an interview with Basmatur Ramdhaniah, a class VIII student at MTs Miftahul Khair, about whether pupils were interested in studying PAI using multimedia. She said:

" Yes, the video about tayammum really helped me to understand how to do tayammum correctly, I also like simple explanations, so it's easy to understand."

She also added:

"The PowerPoint presentation was also quite interesting!" The images were clear and helped me comprehend what thaharah is and the many types of najis. That way, I could distinguish between light and heavy najis." [16]

Another student, Moh. Ricko Wijaya, likewise stated:

"Yes, I am more motivated!" Videos and quizzes make learning more interesting and hard, so I don't get bored." [17]

Challenges of Implementing Interactive Teaching Materials

Despite their many benefits, multimedia-based interactive instructional materials face several problems. The fundamental issue is a lack of technological infrastructure. In

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[14] N., Kurniah, & N, Agustriana, "Implementasi Bahan Ajar Untuk Mengoptimalkan Hasil Belajar Mahasiswa PAUD Pascasarjana," *Jurnal Ilmiah Potensia* 6, no. 1 (2021): 17–25.
[15] Ahmad Yani, "Wawancara Guru PAI MTs Miftahul Khair." 15 Oktober 2024.
[16] Basmatur Ramdhaniah, "Wawancara Siswa Kelas VIII MTs Miftahul Khair." 15 Oktober 2024.
[17] Moh. Ricko Wijaya, "Wawancara Siswa Kelas VIII MTs Miftahul Khair." 15 Oktober 2024.

an interview with Mr. Ahmad Yani, S.Pd., about the challenges of implementing multimedia interactive teaching materials, He stated:

> *"There are several obstacles, such as unequal access to technology among students. Some students do not have adequate devices, so not all students can participate in learning effectively."* [18]

As Syifa Aprilia Nuraini, one of the class VIII students, said:

> *" I have a smartphone, but my family also uses it, so it's difficult for me to study when everyone needs a device."* [19]

According to many teachers, creating multimedia teaching materials takes longer than traditional teaching preparation. They must find and modify multimedia assets to suit the Islamic Religious Education (PAI) curriculum and student demographics in their school.[20] The interview findings above show that, although the use of interactive learning media allows for interesting and participatory learning experiences, there are several problems that must be overcome. Teachers, for example, must be taught to design multimedia teaching materials that are more appropriate to students' needs and learning materials, considering the limited devices that students can use.

Overall, schools and educational institutions must overcome problems in the use of multimedia-based interactive teaching materials. It is hoped that students can exploit the potential of this educational material by increasing technological accessibility and providing appropriate training. This will make learning more interesting and effective.[21]

Impact of Implementation on Student Interest in Learning

The impact of using multimedia-based interactive teaching materials in Islamic Religious Education (PAI) has a significant impact on student learning motivation. The

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[18] Ahmad Yani, "Wawancara Guru PAI MTs Miftahul Khair." 18 Oktober 2024.
[19] Syifa Aprilia Nuraini, "Wawancara Siswa Kelas VIII MTs Miftahul Khair." 15 Oktober 2024.
[20] Y., Putri, & S., Tahir, "Penerapan Multimedia pada Mata Pelajaran IPA untuk Meningkatkan Hasil Belajar Peserta Didik di SMPN 1 Pallangga," *JURNAL PEMIKIRAN DAN PENGEMBANGAN PEMBELAJARAN* 6, no. 2 (2024): 328–338.
[21] A., Isti'ana, "Integrasi Teknologi dalam Pembelajaran Pendidikan Islam," *Indonesian Research Journal on Education* 4, no. 1 (2024): 302–310.

use of interactive multimedia, such as visual presentations, quizzes, and films, has helped make the learning environment more engaging and dynamic. Students who were previously not interested in PAI lessons became more interested after the introduction of interactive teaching materials. Learning videos help students understand material that was previously difficult to understand through text or lectures because they provide clearer and more concrete visuals.

Additionally, students are more motivated to participate actively when interactive quizzes are incorporated in the lesson. Because they have the option to connect directly with the subject and receive fast feedback, pupils feel challenged to work on the questions. This element makes learning more enjoyable and competitive, which increases students' interest in the subject.

PowerPoint visualizations with beautiful images and elements also play an essential part in boosting the attraction of learning. It is easier for pupils to retain and understand abstract concepts in PAI with this visual presentation. As a result, multimedia serves as a tool for combining various visual, auditory, and kinesthetic learning styles, which increases student interest.[22]

The use of interactive teaching materials has a significant impact, even though there are various challenges, such as limited access to technology and use of devices. The overall impact of using these interactive learning resources is quite beneficial. Students become more engaged, enthusiastic, and invested in their studies. These results show that the use of multimedia in Islamic Religious Education (PAI) learning not only increases students' enthusiasm for learning, but also increases their understanding of the subject matter thereby improving the quality of learning.

Data gathered through observation, documentation, and interviews yield consistent outcomes. According to these three data sources, multimedia-based interactive teaching resources have boosted students' enthusiasm and comprehension of Islamic Religious Education (PAI) study. Students confront some technical hurdles when it comes to technology access, but the benefits of embracing multimedia are far larger. The findings

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[22] Nafilah, *et. al*. "Pengembangan Bahan Ajar Berbasis Web untuk Meningkatkan Minat Belajar pada Mata Pelajaran Aqidah Akhlak," *YASIN* 3, no. 5 (2023): 1146–1164.

of this data triangulation support the conclusion that multimedia-based interactive teaching resources have the ability to boost students' interest and motivation in PAI. This is based on firsthand classroom observations, interviews with students and teachers, and documentation of student grades and lesson plans.

In PAI learning, multimedia-based interactive teaching tools have been proven to increase students' interest in learning.[23] Utilization of media such as interactive quizzes, visual presentations and videos increases students' understanding of topics and increases enthusiasm for learning. For example, videos that teach the idea of tayamum keep students interested because they can see real examples. In the tayamum chapter, at the end of the session, an interactive quiz is used. This adds a competitive and fun element, motivating students to participate more and increasing their understanding of the topic.

Watching a PowerPoint presentation about Thaharah might also help students remember material more easily because it has engaging graphics and text. This improves pupils' information retention and motivates them to learn more subjects. Classroom observations suggest that using multimedia lessons increases students' engagement and enthusiasm. Aside from that, the interview results indicated that students were more interested in learning PAI interactively.

The use of multimedia teaching tools significantly increases students' interest in learning. However, there are other limitations, such as limited access to technology and inconsistent internet connections. This demonstrates that using technology in Islamic Religious Education (PAI) instruction can result in a more engaging, dynamic, and efficient learning environment.

The findings of this research indicate that the use of multimedia-based interactive teaching materials in Islamic Religious Education (PAI) learning in class VIII MTs Miftahul Khair has succeeded in increasing students' enthusiasm for learning. Significant changes in student behavior and participation during the learning process can be observed using data collected through observation, interviews and document analysis. Students

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[23] Tanjung, et. al. "Model Pembelajaran Pendidikan Agama Islam Berbasis Multimedia Dalam Memotivasi Belajar Siswa Kelas VIIA Di SMP Negeri 1 Sawit Seberang," *Educate: Jurnal Ilmu Pendidikan Dan Pengajaran* 2, no.3 (2023): 246–257.

who previously showed decreased interest in learning such as lack of active involvement and less attention to content, began to improve after the introduction of multimedia-based teaching resources.

Students become more enthusiastic and involved in their learning, this can be seen from the increase in the frequency with which they ask questions, answer questions, and participate in class discussions. In addition, the use of media such as videos, visual presentations and interactive quizzes allows students to better understand PAI subjects which were previously considered difficult and boring. Students are more motivated to learn when they have access to a wider range of media,[24] as evidenced by increased performance in assignments and exams. However, there are several technical obstacles, such as problems with access to technology, which are currently not optimal for all students, but the benefits of using multimedia outweigh the existing obstacles:

Table 1

End Result

Indicators of Interest in Learning	Sebelum	Sesudah	Perubahan (%)
Active participation	45%	80%	+35%
Focus on material	40%	75%	+35%
Student grades	30%	70%	+40%
Positive attitude	35%	70%	+35%

The table above shows that many markers of student enthusiasm for learning have increased. Before multimedia, active student involvement in class was only 45%; however, once multimedia teaching tools were used, this figure jumped to 80%, representing an increase of 35%. Students are more likely to ask questions, answer, and participate in class discussions. Student attention when studying increased from 40% to 75%, students who previously often daydreamed or were bored began to show greater involvement in learning.

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[24] Nurhidayati, et. al., "Penerapan Media Pembelajaran Terhadap Motivasi Siswa," *Jurnal Binagogik* 10, no. 2 (2023): 99–106.

The increase in learning outcomes can also be shown by comparing student scores before and after using multimedia, which increased from 30% to 70%. Aside from that, students' favorable sentiments toward PAI subjects have risen from 35% to 70%. The findings of the researcher's interviews with various class VIII pupils at MTs Miftahul Khair support this assertion. The utilization of multimedia-based teaching tools, such as films, interactive quizzes, and visual presentations, allows students to grasp the subject in an engaging and relevant manner. This demonstrates that this learning strategy not only piques students' interest but also improves their grasp of the material.

Overall, this research suggests that the use of multimedia-based interactive teaching materials can be an effective way to increase student interest and participation in learning Islamic Religious Education (PAI). These findings emphasize the importance of technology-based learning innovation in creating a more interesting and enjoyable learning experience for students.[25]

Conclusion

This study concludes that the use of multimedia-based interactive teaching materials was effective in improving the learning interest of class VIII pupils at MTs Miftahul Khair in Islamic Religious Education (PAI) courses. The findings revealed significant gains in a variety of learning interest metrics, such as active involvement, attention during learning, discussion engagement, attendance, and student learning outcomes. The utilization of media such as movies, interactive quizzes, and visual presentations contributes to a more engaging and relevant learning environment for students, enhancing their motivation and comprehension of the subject.

However, this research has a number of shortcomings. One example is technical problems related to technology access, such as limited devices and internet connections, which may have an impact on implementation results. Additionally, because this research was conducted in one class at one institution, the findings cannot be applied widely.

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[25] Rizal, Saiful., "Inovasi Pembelajaran untuk Meningkatkan Hasil Belajar Siswa di Era Digital," *Attanwir: Jurnal Keislaman Dan Pendidikan* 14, no. 1 (2023): 11–28.

Therefore, this conclusion requires further investigation through larger-scale follow-up investigations in more diverse technological situations. This research contributes to science by presenting concrete evidence that multimedia-based interactive teaching materials can increase students' enthusiasm for learning. These findings further highlight the importance of technology-based learning innovations in improving the quality of religious teaching in schools.

This study implies that schools should continue to incorporate technology into the learning process in order to provide a more exciting and effective learning experience for students, particularly in courses that are considered less fascinating, such as PAI. Teachers must be trained in the use of multimedia teaching tools in order for them to be more effective and meet the demands of their students. Furthermore, schools must provide enough technological infrastructure to facilitate the use of multimedia-based teaching resources, such as hardware, software, and internet connections.

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