FiHeSu International Journal of Education and Development Research (FIJEES)
https://ejournal.fihesu.com/index.php/FIJEES
Vol. 1 No. 1 December (2024), pp. 38-44

Enhancing student interest in Islamic education through multimedia-based contextual learning

[1]Aqila Muthmainna, [2]Muhammad Hasby, [3]Ahmad Zainuri, [4]Asri Karolina
[1,2,3,4,5]Universitas Islam Negeri Raden Fatah Palembang, Indonesia
[1]*aqilamuthmainna_uin@radenfatah.ac.id*, [2]*muhammadhasby_uin@radenfatah.ac.id*,[3]*ahmadzainuri_uin@radenfatah.ac.id*,
[4]*asrikarolina_uin@radenfatah.ac.id*

Article Info

Article history:

Received 2024-11-13
Revised 2024-12-09
Accepted 2024-12-19
Published 2024-12-27

Keywords:

Contextual approach;
Islamic education;
multimedia learning;
student interest

Abstract

This study examined the effectiveness of a multimedia-based contextual approach in increasing students' interest in learning Islamic Religious Education (PAI) at SD Negeri 141 Palembang. A descriptive qualitative method was employed, utilizing triangulation through observations, in-depth interviews, and documentation. The findings revealed that the multimedia-based contextual approach enhanced students' interest and understanding of PAI. Using multimedia tools, such as interactive videos and learning applications, facilitated comprehension of abstract concepts and encouraged active participation. However, the success of this approach was influenced by infrastructure readiness and teacher competence. Technological access challenges faced by some students also posed barriers that required resolution. Overall, this approach effectively created interactive and meaningful learning experiences, supporting the transition from traditional to modern learning methods.

Corresponding Author:

Aqila Muthmainna
Universitas Islam Negeri Raden Fatah Palembang, Indonesia
aqilamuthmainna_uin@radenfatah.ac.id

1. Introduction

Islamic Religious Education *Pendidikan Agama Islam* (PAI) serves a pivotal role in shaping the moral character and personality of students in alignment with Islamic values. As a core component of character education, PAI is designed to cultivate individuals with ethical behavior and strong spiritual foundations. However, its implementation in elementary schools faces persistent challenges, particularly in terms of teaching methodologies, learner engagement, and technological integration. In the current era of digitalization, education systems are expected to transform their teaching approaches to become more adaptive and innovative, thereby fostering active student engagement (Sapotru & Bakpahan, 2021).

Traditional methods, such as lecture-based teaching and rote memorization, remain dominant in many schools, contributing to monotonous learning experiences that hinder creativity and active participation (Rahmawati, 2022). Observations at SD Negeri 141 Palembang revealed that these methods are prevalent, with approximately 20% of instructional time relying on such conventional approaches. Consequently, students often find the learning process unengaging, which negatively impacts their motivation and interest in Islamic studies. Furthermore, conventional teaching methods fail to fully address the diverse learning styles and cognitive needs of students, creating a significant gap in comprehension (Nasution, 2017).

While some schools have introduced contextual approaches, these have only partially resolved the challenges. For instance, at SD Negeri 141 Palembang, it was observed that only 70% of students demonstrated adequate understanding of the material taught using contextual methods. This suggests that a more comprehensive and innovative strategy is required. Students frequently struggle with abstract concepts in PAI, such as Arabic terminology and Islamic jurisprudence, leading to low confidence levels in discussions. Integrating multimedia technology, such as interactive videos and educational applications, has shown promise in addressing these issues. Research indicates that multimedia tools can bridge comprehension gaps and significantly enhance student motivation (Hidayat, Rochman, & Nasrudin, 2021).

Additional challenges include limited instructional time, unequal access to learning resources, and the administrative workload placed on teachers. These factors hinder the development and implementation of innovative teaching methods. Studies suggest that leveraging multimedia tools can help teachers manage their instructional duties more efficiently while maintaining high-quality interactions with students (Mahmudah, 2023). Moreover, multimedia-based approaches provide flexibility, allowing educators to adapt teaching strategies to accommodate diverse learning styles and abilities (Sulistiani, 2024).

The integration of multimedia tools within a contextual learning framework offers a transformative solution for PAI instruction. By providing interactive and multimodal learning experiences, multimedia can facilitate students' understanding of abstract concepts while enhancing their active participation and engagement. For instance, Mayer's (2009) cognitive theory of multimedia learning highlights the importance of combining visual and auditory elements to optimize learning outcomes. Moreover, Vygotsky's (1978) theory of social constructivism underscores the value of collaborative and interactive learning environments, which can be fostered through multimedia technologies.

Despite its potential, the successful implementation of a multimedia-based contextual approach is contingent upon several factors, including infrastructure readiness, teacher competency, and equitable access to technology. Addressing these challenges requires a holistic approach that involves stakeholders at various levels, including school administrators, educators, and policymakers.

Given the complexity of these issues, a comprehensive investigation is essential to evaluate the effectiveness of a multimedia-based contextual approach in PAI. Such an approach is expected to not only enhance student interest and understanding but also support a broader transition from traditional teaching methods to modern, technology-enhanced learning environments. This study aims to provide insights into the planning, implementation, and outcomes of integrating multimedia within a contextual framework for PAI instruction. By doing so, it contributes to the ongoing discourse on innovative teaching strategies and their impact on student learning experiences in the digital age.

2. Methodology

This study employed a qualitative descriptive design to explore the effectiveness of a multimedia-based contextual approach in enhancing students' interest in Islamic Religious Education (PAI) at SD Negeri 141 Palembang. The qualitative method enabled in-depth analysis of participants' experiences and contextual factors, while the descriptive approach provided detailed insights into the planning, implementation, and outcomes of the approach. Participants included two PAI teachers, 30 fifth-grade students, the principal, and the curriculum vice principal, selected through purposeful sampling to focus on those directly involved in the program.

Data were collected through triangulation methods, including participatory observation, semi-structured interviews, focus group discussions (FGDs), and documentation. Observations focused on classroom interactions, multimedia use, and student engagement. Interviews with teachers and administrators explored their perspectives on the approach's effectiveness and challenges, while

FGDs with students captured their experiences. Documentation, including lesson plans and multimedia materials, supplemented the findings.
The data were analyzed using Miles, Huberman, and Saldaña's interactive model, involving data condensation, display, and conclusion drawing. Themes such as student engagement, teacher readiness, and technological barriers were identified and organized into visual and narrative formats for interpretation. Ethical considerations, including informed consent, confidentiality, and voluntary participation, were strictly followed.
This comprehensive methodology ensured robust data collection and analysis, providing nuanced insights into how multimedia-based contextual learning can enhance student interest in PAI while addressing implementation challenges.

3. Finding

The This study identified key insights into the effectiveness of a multimedia-based contextual approach in teaching Islamic Religious Education (PAI) at SD Negeri 141 Palembang. The findings are presented in three major areas: strategic planning, dynamic implementation, and student responses, summarized in Table 1 for clarity.

Table 1. Summary of Findings

Aspect	Key Insights	Challenges
Strategic Planning	Needs analysis revealed difficulties with abstract PAI concepts.	Time-intensive integration of multimedia with curriculum.
	Tailored lesson plans (RPP) developed using multimedia tools.	Limited teacher expertise in digital tools during early stages.
	Collaborative workshops enriched content and methods.	
Dynamic Implementation	Animated videos used for Islamic history improved the visualization of key events.	Internet connectivity issues impacted tool reliability.
	Interactive apps for wudu and salah facilitated hands-on learning.	Uneven proficiency among teachers in using multimedia tools.
	Role-playing encouraged the practical application of moral teachings.	
	Application of seven contextual learning components enhanced engagement: constructivism, inquiry, learning communities, and authentic assessment.	
Student Responses	Students found multimedia tools engaging, relatable, and effective for understanding abstract concepts.	Limited access to devices and internet at home restricted some students' participation.
	Active participation improved in group discussions and activities.	

The planning phase was characterized by a strong emphasis on needs analysis, which identified specific challenges, such as students' struggles with abstract PAI concepts. Teachers developed multimedia-integrated lesson plans that paired animated videos, interactive apps, and role-playing to address these gaps. Collaborative workshops with educational experts and peer schools provided valuable guidance, ensuring that teaching strategies aligned with students' needs. However, the integration of multimedia proved time-consuming, and teacher readiness was an early barrier.
The use of multimedia transformed the classroom experience. For example:

Islamic History: Animated videos illustrated key historical events, making them easier for students to understand.
Practical Lessons: Apps demonstrating wudu and salah guided students step-by-step, allowing them to practice alongside the digital instructions.
Moral Teachings: Role-playing activities helped students connect moral lessons to real-life situations, fostering deeper comprehension. Teachers also applied the seven components of contextual learning (constructivism, inquiry, learning communities, etc.), further enriching student engagement. Despite these successes, issues such as unstable internet and inconsistent teacher expertise in using multimedia tools emerged as challenges.

Students responded enthusiastically to the multimedia-based approach. They described lessons as engaging, interactive, and more enjoyable compared to traditional methods. Many reported improved comprehension, particularly with abstract concepts like Arabic terms and Islamic principles. However, disparities in access to technology, such as devices and the internet at home, limited the full potential of this approach for some students.

The multimedia-based contextual approach demonstrated significant potential to enhance student engagement, comprehension, and participation in PAI. The approach effectively bridged the gap between abstract concepts and practical understanding, transitioning the learning environment from teacher-centered to student-centered. However, the success of this method is contingent upon addressing challenges such as teacher training, infrastructure development, and equitable access to technology.

4. Discussions

The findings of this study demonstrate that a multimedia-based contextual approach has the potential to significantly enhance students' interest and engagement in learning Islamic Religious Education (PAI). This discussion elaborates on the implications of the findings, linking them with existing research and theoretical frameworks.

The Role of Multimedia in Enhancing Engagement and Comprehension

Multimedia tools, such as animated videos and interactive applications, were effective in bridging the gap between abstract concepts and practical understanding. This aligns with Mayer's (2009) cognitive theory of multimedia learning, which emphasizes that the combination of visual and auditory elements facilitates deeper processing of information, resulting in better comprehension. The use of animated videos in Islamic history lessons allowed students to visualize historical events, making the content more relatable and memorable. Similarly, interactive apps provided hands-on experiences for students, enabling them to practice religious rituals like wudu and salah in a guided and interactive manner.

These results also echo the findings of Hidayat, Rochman, and Nasrudin (2021), who reported that multimedia-based tools increased motivation and reduced cognitive load in learning abstract religious concepts. By combining contextual learning with multimedia, this study supports the notion that digital tools can effectively address challenges associated with traditional, lecture-based teaching methods.

Contextual Learning and Constructivism

The consistent application of contextual learning components, such as constructivism and inquiry-based learning, contributed significantly to the success of this approach. Vygotsky's (1978) social constructivist theory supports the idea that learning is most effective when it is rooted in meaningful, real-world contexts. By using role-playing activities and inquiry-based problem-solving tasks, students were able to connect abstract Islamic teachings to their daily lives, enhancing both comprehension and retention.

Additionally, the incorporation of learning communities through group discussions and online platforms created opportunities for peer interaction and collaborative learning. This finding is consistent with the work of Johnson and Johnson (2018), who argue that cooperative learning fosters higher levels of engagement and critical thinking compared to individualistic approaches.

Teacher Readiness and Infrastructure Challenges

While the multimedia-based contextual approach demonstrated significant benefits, its success depended heavily on teacher readiness and infrastructure. Teachers' ability to integrate multimedia effectively varied, with some facing challenges due to limited training or proficiency in digital tools. This highlights the importance of professional development programs, as suggested by Mahmudah (2023), who emphasized that teacher competency is a critical factor in the successful adoption of digital teaching strategies.

Infrastructure limitations, such as unstable internet connectivity and unequal access to devices, were also identified as barriers. These findings align with those of Nugroho, Putri, and Yusuf (2023), who noted that the digital divide remains a persistent challenge in implementing technology-based learning in schools. Addressing these gaps through investments in infrastructure and providing equitable access to devices is essential to ensure that all students benefit from such innovations.

Student-Centered Learning and the Shift from Traditional Methods

One of the most notable outcomes of this study was the shift from teacher-centered to student-centered learning. Multimedia tools empowered students to take an active role in their learning, fostering creativity, critical thinking, and independence. For instance, students creating their own role-playing videos to illustrate moral lessons exemplifies how technology can enable learners to engage deeply with the material.

This transformation is supported by Anderson and Krathwohl's (2001) revised Bloom's taxonomy, which prioritizes higher-order thinking skills such as analyzing, evaluating, and creating. By encouraging students to produce their own content and solve real-world problems, the multimedia-based contextual approach aligns with contemporary pedagogical goals that emphasize active, meaningful learning.

Implications for Future Practice

The findings of this study have several implications for the future of PAI instruction and the broader field of educational innovation. First, schools should prioritize ongoing teacher training in multimedia integration to ensure effective implementation. Professional development programs should focus on both technical skills and pedagogical strategies to maximize the impact of digital tools. Second, policymakers must address infrastructure gaps by providing funding for devices, reliable internet access, and other resources necessary for equitable implementation.

Furthermore, the study highlights the need for a hybrid approach that combines multimedia with offline methods to ensure inclusivity. Offline versions of multimedia content, such as downloadable apps or video files, can mitigate challenges faced by students without consistent access to technology at home. In conclusion, this study reaffirms the potential of a multimedia-based contextual approach to transform PAI learning into a more engaging, meaningful, and student-centered experience. By leveraging the strengths of multimedia tools and contextual learning, educators can bridge the gap between abstract concepts and practical application, ultimately fostering deeper understanding and motivation among students. However, the successful implementation of this approach requires addressing challenges related to teacher readiness, infrastructure, and accessibility. Future research should explore scalable models for integrating multimedia in diverse educational contexts, ensuring that its benefits are accessible to all learners.

5. Conclusion and recommendation

The implementation of a multimedia-based contextual approach in Islamic Religious Education (PAI) at SD Negeri 141 Palembang was conducted systematically and comprehensively. This was evident in the semester-long needs analysis involving multiple educational stakeholders, which produced accurate and contextual learning needs. The process included the collaborative development of contextual lesson plans (RPP) with educational experts, preparation of infrastructure, and improvement of teacher competencies through specialized training and mentoring systems.

During its implementation, the approach showcased several characteristics, including the use of diverse multimedia tools tailored to the subject matter, the consistent application of seven contextual learning components (constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment), and the creation of learning communities via digital platforms that encouraged interaction and knowledge sharing beyond formal school hours.

The multimedia-based contextual approach demonstrated significant potential to improve the quality of PAI learning by making it more interactive and meaningful. However, its success is highly dependent on the readiness of supporting factors such as infrastructure, teacher competencies, and the ability of the school to address challenges, including access inequality and technical limitations. These findings underscore the importance of holistic preparation and strategic policies to ensure that this innovative approach can be effectively and sustainably implemented.

6. Limitations

This study several limitations. First, the reliance on qualitative methods restricted the generalizability of the findings to broader contexts, as the results were specific to SD Negeri 141 Palembang. Second, the study depended on the availability of multimedia tools and infrastructure, which varied across participants, limiting uniform implementation. Third, teacher readiness and proficiency with multimedia tools posed challenges, as not all teachers were equally equipped to integrate these tools effectively. Lastly, students' access to technology at home was uneven, with some facing barriers due to limited devices or internet connectivity, which hindered their ability to fully engage with the multimedia-based contextual approach outside the classroom. Future research should address these limitations by incorporating mixed-method approaches, ensuring broader access to infrastructure, and exploring solutions for digital inclusivity.

Acknowledgments

The authors express gratitude to SD Negeri 141 Palembang and all participants for their support.

Conflicts of interest

The authors declare no conflicts of interest regarding the publication of this study.

References

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Denzin, N. K. (2012). *The qualitative manifesto: A call to arms*. Left Coast Press.

Firdaus, A., & Rahman, M. (2023). Inovasi pembelajaran PAI berbasis multimedia: Tantangan dan peluang di era digital. *Jurnal Pendidikan Islam, 8*(2), 145–160.

Hidayat, T., Rochman, C., & Nasrudin, D. (2021). Pengembangan media pembelajaran PAI berbasis multimedia interaktif untuk meningkatkan hasil belajar siswa. *Eduteach: Jurnal Pendidikan dan Teknologi Pembelajaran, 20*(1), 45–58.

Johnson, D. W., & Johnson, R. T. (2018). *Cooperation and competition: Theory and research*. Interaction Book Company.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

Mahmudah, S. (2023). Optimalisasi pembelajaran PAI melalui integrasi teknologi digital. *Jurnal Teknologi Pendidikan, 11*(1), 78–92.

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

Nasution, W. N. (2017). *Strategi pembelajaran*. Perdana Publishing.

Nugroho, A., Putri, R. U., & Yusuf, M. (2023). Transformasi digital dalam pembelajaran PAI: Studi meta-analisis. *Journal of Islamic Education, 7*(1), 12–28.

Rahmawati, F. P. (2022). Analisis pendekatan pembelajaran PAI di sekolah dasar. *Jurnal Pendidikan Dasar, 6*(2), 89–104.

Sapotru, M. N. A., & Bakpahan, P. L. (2021). Mengukur keefektifan teori konstruktivisme dalam pembelajaran. *JOEAI: Journal of Education and Instruction, 4*(1).

Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan kombinasi (mixed methods)*. Alfabeta.

Sulistiani, D. (2024). Implementasi pembelajaran kontekstual dalam PAI: Perspektif teknologi pendidikan. *Jurnal Studi Islam, 9*(1), 34–49.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wahyudin, A. (2020). Pendekatan konstruktivisme dalam pembelajaran PAI di era digital. *Jurnal Pendidikan Agama Islam, 12*(2), 172–184.