

Interactive Multimedia as Innovation Islamic Religious Education Learning in Increase Understanding Moderation Religious Based on SDGs 4: Quality Education

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Abstract: Educational transformation in the digital era demands existence innovation aligned learning with the goal of Sustainable Development Goals (SDGs) 4, namely education quality. The world of education, including Islamic Religious Education, must adapt with a more learning model contextual, interactive, and collaborative because progress technology 21st century. Research This aim for describe implementation interactive multimedia- based Islamic Education learning in increase understanding moderation religious student as well as analyze the impact to achieving quality education. Research methods use approach qualitative with design studies case. Data collected through interview with teachers, students, and principal school; observation of the learning process, as well as analysis document supporters. Triangulation sources and methods used guard data validity. Research results show that using interactive media in Islamic Education learning improves involvement cognitive, affective, psychomotor, and spiritual aspects of students. Students more believe self-motivated, enthusiastic, and active in conversations and presentations. Visualization of worship through videos, animations, and simulations help people more understand draft religious moderation and internalization principle like tolerance, togetherness, and responsibility answer social.

Keywords: Interactive Multimedia, Islamic Religious Education, Moderation Religion, SDGs 4, Quality Education

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INTRODUCTION

Learning model is series from approaches, methods, techniques and tactics learning. The learning model is basically is form illustrated learning from beginning until the ending presented in a way specifically by teachers. The term learning model leading to a approach learning certain which include purpose, syntax, environment and system its management (Barzegar et al., 2012). Learning model is something pattern or planning used as guidelines in plan classroom learning , and for determine devices learning including books, computers, curriculum, and so on (Dewi et al., 2016). With Thus, the learning model leading to design learning For help participant educate such appearance so that objective learning achieved .

There are many kinds of learning models implemented in the learning process at school. These models among them namely the learning model cooperative learning contextual, learning direct learning, active learning (Sahin-Taskin, 2018), discovery learning (Keskin et al., 2024), and so on. There are variations in these models. Actually can profitable, we can select and apply one of the design models appropriate learning with characteristics needs faced in the field especially in learning Islamic Religious Education (PAI) (Ummah et al., 2024). Apart from that, we can develop and create new models from existing models there is so that Islamic Education learning becomes more live and thrive or we can develop designs that have been tried and repaired back. So that the model applied capable adapt with development education moment.

The 21st century is known as century knowledge which is runway main for various aspect life. The development of the 21st century world is marked by with utilization technology information and communication in all aspect life, including in the learning process (Habsy et al., 2024; Heasly , 2022). Paradigm learning 21st century emphasizes on ability student for own a number of skills among them think critical, connecting knowledge with the real world, mastering technology information, communicate and collaborate, so that matter that called with 4C, namely Communication, Collaboration, Critical Thinking and Problem Solving, Creativity and Innovation (Hadyaoui & Cheniti-Belcadhi, 2023). Ministry of Education and Culture confirm as according to Daryanto that paradigm learning 21st century emphasizes on ability student in look for know from various source,

formulate problems, thinking analytical and work the same as well as collaborate in the process of completion problem.

Learning the 21st century is integrated learning ability literacy, skills knowledge, skills and attitudes, as well as mastery technology (Wajdi et al., 2024). Meanwhile, Islamic Religious Education is business aware for prepare students to understand Islamic teachings (knowing), skilled do Islamic teachings (doing), and doing Islamic teachings in life everyday (being). Characteristics The main purpose of PAI is many cargo being component, besides A little component knowing and doing. This is demand treatment a lot of education different from education field studies general (Abdi, 2011). With thus, learning for reach being tall more directing efforts education so that students carry out what he knows that in life daily.

In matter This is for give birth to participant quality education, then Islamic Education learning must designed and implemented as good as Possible with use appropriate learning models with development moment this, among others involves the process of communication, collaboration, thinking critical, and creativity. Because what amazing own ability think in the process of solving PAI problem, if student no capable implement it in interact with other people? In the current global era This ability for weave Work The same with other people is need absolute for everyone who wants successful . As smart as whatever somebody If No can interact with other people, then his intelligence No will means nothing. With thus, students need pushed For Can collaborate with friends his class so that they capable adapt self with appropriate and respectful various difference opinion in create new ideas.

The theoretical, philosophical and empirical studies above capable indicate and confirm that learning model design 21st century is very important in the Islamic Education learning process. This intended in frame give birth to participant students who do not only capable understand learning, but capable involving self in the entire PAI learning process as well own skills needed today. In the learning process it must also be in a way active involving as well as integrate technology information and communication for support success of the learning process teaching. Because of this That is tools important and main beside a number of tool learning important other.

Multimedia integration in Islamic Education learning has high urgency (Lauc et al., 2023). A number of the reason that is first, improve involvement students. Namely, audio and visual media are capable of interesting attention students and make student more active in the learning process. Second, shape experience learn more meaning, namely with multimedia, learning become more contextual and touching experience emotional and spiritual development of students. Third, encourage learning independent and collaborative. Namely through digital platforms, students can access material in a way independent, discuss, and do project collaborative based mark Islam (Wardani et al., 2025).

Islamic Religious Education holds a very strategic role in formation character, morality, and spirituality students. In the midst of the era of globalization and digitalization which brings impact big on life social, cultural, and ideological students. PAI does not only sued convey material religious, but also instilling Islamic values as guidelines in attitude, thinking, and acting. Conditions moment This show existence moral crisis and decadence morals among teenagers, which is reflected in height case bullying, intolerance, violence, and abuse digital technology. This is where role The importance of religious education, especially at school level Intermediate First (junior high school), as foundation beginning for form strong Islamic personality and character.

In learning multimedia-based, students not only accept religious material in general passive, but active involved through visual display, simulation interactive, and animations that encourage student build understanding Alone to Islamic values are supported by various media used. The use of multimedia in Islamic Religious Education learning according to with principle constructivism Because allows student for explore material in a way independent, involving personal experience in understand Islamic concepts, and foster activity in the learning process (Shehata et al., 2024).

Principles of multimedia learning based on on theory cognitive multimedia learning (Mayer, 2014) in Cognitive Theory of Multimedia Learning which states that someone who studies through multimedia, information will enter through channel auditory and visual (Lauc et al., 2023). The use of multimedia in education has a number of privileges that are not owned by other media. Special features the namely multimedia in computer - based education, multimedia provides convenience systematic control in learning, as well

as multimedia provides an interactive process and provides convenience bait come back (Hanifah et al., 2023; Rusydiyah et al., 2020).

Cognitive theory of multimedia learning represent effort For reach objective with describe how people learn from text and images, with consistent manner with proof study empirical. In build theory cognitive multimedia learning, there are four criteria : Second, enter reason theoretical – theory This consistent with principles learning knowledge cognitive; Second, Testing – theory produce predictions that can be tested in study scientific; Third, it makes sense empirical – theory This consistent with proof study empirical about multimedia learning; and Fourth, application – theory This relevant with need education For increase design message multimedia instructional (Mayer, 2014).

Mayer's theory has tested in a way empirical and many used in contemporary educational research especially those related to with e-learning, learning media, and use technology in class as in study (Rachmadian et al., 2021) about analysis use e-learning based multimedia cognitive theory approach to learning Geography during the Covid-19 pandemic. Apart from that, research as in (Hanum et al., 2023) who developed it messages visual education about mindful parenting through message Whatsapp, the purpose of which interesting and easy understood through use principles cognitive theory of multimedia learning. Therefore that Mayer's theory can made into framework think strong scientific for explain phenomenon learning multimedia- based on PAI in general academic and methodological.

METHODS

This study done with approach qualitative and type studies case. Through data collection in the form of words, stories and behavior that can be observed, the purpose is for dig more in phenomena that occur in the field. Case studies This chosen Because give chance For understand in a way comprehensive dynamics learning multimedia- based Islamic Religious Education in the environment school boarding- based. Instead For represent population in a way overall, research This focus on understanding case certain. This allows researchers for capture the meaning, experience, and processes that occur in practice learning.

Research data originate from Lots primary and secondary parties. Source main consists of from Islamic Religious Education teachers, students, and principals schools, each of

which provides information in a way unique. The teacher gives information main about approach, experience, and difficulties using media, while student convey response, comfort, and impact direct from the learning process. Head school give view managerial about policy, support, and evaluation technology learning. Field data reinforced by documents like school program report, profile institutions, teaching modules, and photos and video recordings of learning. Therefore that, the data collected not only give description about practice real, but also giving description about context institutions and culture learning that surrounds it.

Researchers also responsible answer for collect, analyze, and interpret data, which is source main research. Tools are also used help like guidelines interview, sheet observation and documentation for increase objectivity. While interview done semi-structured for dig experience participants in a way comprehensive, observation concentrate on the use of various media in the classroom and engagement student in learning. Devices learning, reports development school, and photos activity is example proof concrete support results. All data is checked in a way comprehensive from collection until stage reduction, presentation, and withdrawal conclusion. This is done with ensure validity through improvement involvement, persistence observation and triangulation methods and sources.

RESULTS

Implementation Multimedia- based Islamic Religious Education (PAI) learning at Insan Middle School Scholar Mandiri Boarding School shows success No only in level technical delivery material, but also in aspect strategic education, namely transformation paradigm learning. Approach This proven push student for involved active in a way intact cognitive, affective, psychomotor, even spiritual in the learning process.

The presence of multimedia also creates flexibility to style Study Students. Visually inclined students find it very helpful. with images and animations, while those that have trend auditory can utilise narrative in video or discussion class. This is strengthen Howard Gardner's claims about intelligence compound, where students own method different learning, and good education is capable accommodate difference.

Multimedia learning also has impact significant psychomotor skills. Students used to operating a laptop, composing material with application presentation, until student video



preaching. This is show that skills technology student develop in harmony with demands 21st century digital literacy. Activities not only prepare student become adaptive learners in a way academic, but also becoming ready person face global challenges.

Transformation teacher paradigm is also appropriate noted. Students is not gain play a role as center information only, but as facilitator, motivator, and co-learner. Teachers design learning strategies based on project, discussion active with students, and even Study together when face various ideas or material newly discovered students on the internet. Changes This mark shifting the role of teachers transmitter knowledge become process formation companion knowledge.

As results from approach this, the atmosphere class become more lively and interactive. Students No just sit quietly listening, but appear, ask, dialogue, and create. There is a dynamic continuous constructive moving, which shows that learning not again activity one-way, but a two-way process even multidirectional, oriented towards collaboration and meaning. With that, the analysis This show that implementation multimedia-based Islamic Education learning does not only enrich method, but form ecosystem learning that leads in holistic learning, enlightening, building character, strengthening spirituality, as well as relevant with current development.

Research result show that Islamic Religious Education learning using multimedia at Insan Middle School Scholar Mandiri Boarding School Sarirogo Sidoarjo own significant effect to level involvement student in the learning process. This method not only increase method teaching, but also creating dynamics new that affects how student respond, understand, and interpret Teaching materials. Digital tools such as PowerPoint, educational videos, animations, YouTube, and various other digital platforms Now used as base for create environment active and entertaining learning.

Practice show that student not only accept information in a way passive, but also participating in a way active in discussion groups, presentations, and even manufacturing teaching materials. When the material served visually and interactively, mostly student feel more interested and motivated. With interest this, the atmosphere living learning can achieved, which was previously difficult achieved through approach dominant conventional with lecture and memorization. This is appropriate with theory learning constructivist, which emphasizes importance experience Study contextual, where

students get understanding through interaction social and experience personal student Alone .

Ability student for search and process data from various sources, especially the internet, indicate development this too. This shows that student now become data seekers and managers thanks to multimedia learning. Students show desire For Study in a way independent, looking for appropriate display with subject, and relate it with the principles used in life everyday. This is very suitable with idea about digital literacy and independence learning, which is component important from curriculum independence and profile Pancasila students.

Comprehensive observation and interview results with student show various responses that show involvement active and changing positive in views and understanding students. When the lesson delivered through educational videos, multimedia presentations, and the use of digital platforms that enable two- way discussion, students are very enthusiastic. Students not only become listener passive, but also participating active in the learning process. This method it turns out influence all aspect students, including affective, psychomotor, and even spiritual. Students more easy understand Islamic teachings, more capable apply religious principles in life everyday, and more motivated for studying religion in a independent through fun and interactive learning .

Response student to implementation multimedia- based Islamic Education learning can categorized as very positive. Most of them student feel like to approach this, especially in aspect presentation, discussion groups, and the use of digital media in compile material. In interview with a number of students, found that majority feel like follow activity presentation and discussion group. Students state that activity the not only fun, but also challenging. Students feel choose room for express, ask, respond, and contribute active and his group. The most interesting thing according to student is when compile and present PAI material using PowerPoint.

As for some response student related with implementation learning multimedia- based on PAI, as shown in the picture following:



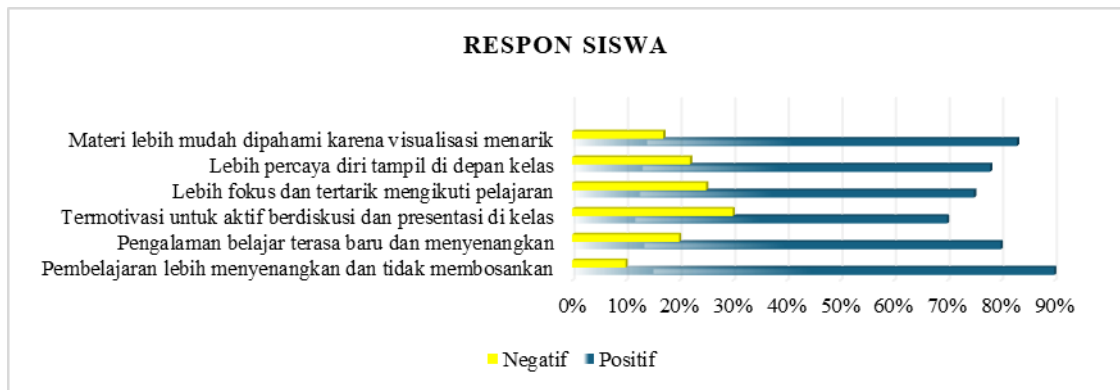


Figure 1: Response Student in implementation learning multimedia -based on Islamic Education

Based on Figure 1 is described that most of student give response positive to implementation learning multimedia- based on Islamic Religious Education. Percentage show response 90% of students, namely learning more fun and not boring. Students No Again feel bored when taking Islamic Education lessons because visual display, audio, and interactive media combination such as videos, animations, and engaging presentations make atmosphere class become life.

As for the percentage of 80% which shows experience Study felt new and enriching method study. Students feel that use of multimedia in Islamic Education learning provides nuances new ones that haven't been Once felt in the method conventional . This means that religious studies tend to be more dominate with lectures and memorization , but material moment This served with experience multisensory learning . This is open method view new towards frequent religious lessons considered heavy and theoretical .

Response student with 70% motivated percentage For active discuss and present in class . Some student confess that previously reluctant speaking in front of class Because feel not enough believe self . With multimedia presence , response student become changes and really gives a sense of trust self For speak to describe Islamic Religious Education material . As for the response positive student 75 % indicates attitude more focused and interested follow lessons . Even 78% of responses student more believe self appear in front class and 83% response student show material more easy understood Because visualization interesting.

In a way overall , learning multimedia- based at Insan Middle School Scholar Mandiri Boarding School is proven capable change Islamic Education learning becomes more active, contextual, and touching various dimensions development students. Students are very involved in learning not only material but also in build skills social, work the same, and spiritual. Therefore that, this model worthy considered as one of the method best For development Islamic Education learning in the digital era.

Response student in the PAI learning process is very good. Expression student it also has interest alone to aspects involved in it. Activities presentations involving method discussion and techniques collaboration between group student give influence positive for self students. Even factor environment conducive class capable give influence in progress discussion. As in the chart presentation below this that is:

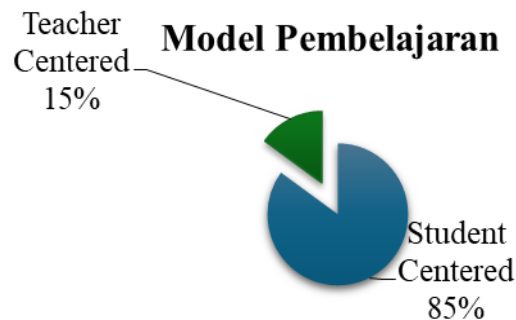


Figure 2: Learning Teacher Centered and Student Centered

Based on Figure 2, the difference between teacher-centered and student-centered learning models . As description response student to activity Islamic Education learning shows that majority student more like technique learning presentation through method discussion inside class, so that student capable process ability think students. With Thus, the learning model is carried out and implemented in the classroom become a student - centered learning model. besides that, as picture presentation below this:

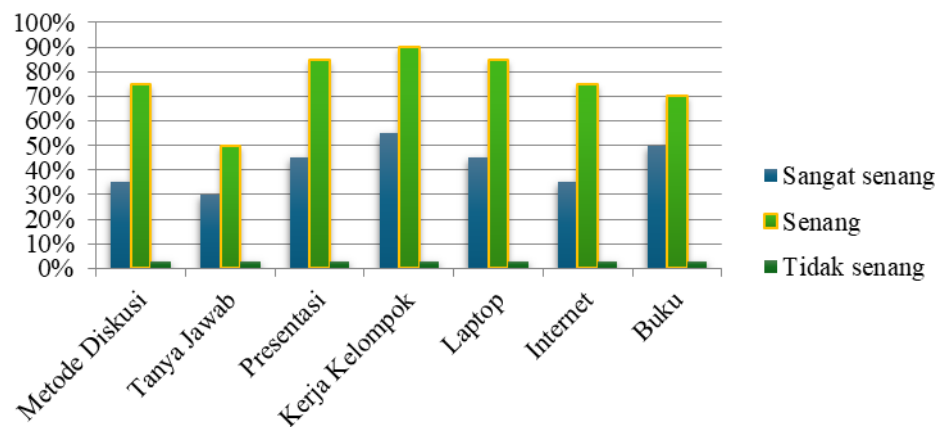


Figure 3: Response student in Islamic Education learning

Based on Figure 3, response student as much as 35% showed very happy attitude, 75% feel happy, and 3% with attitude not happy. It means that part big student respond positive involvement method discussion in Islamic Education learning. In addition that, there are 30% of students show very happy attitude to method ask applied answers in activity Islamic Religious Education learning, 50% feel happy, and 3% showed attitude not happy. Use technique presentations made there are also 45% of students who feel very happy, 85% feel happy, and 3% feel not happy. Meanwhile implementation technique Work group own percentage sufficient tall namely 95% of students respond like with existence technique mentioned. In fact, the use of learning media also has percentage of 35-80% of students who give response like towards the media. With thus several models, methods, techniques and media applied own impact positive for student in the Islamic Education learning process.

Learning Islamic Religious Education that uses approach multimedia-based has significant and transformative effects on development student in various aspects, especially in matter cognitive, affective, psychomotor, and spiritual. Discovery important from study This is that method This not only nature technical or instructional, but also has contribute to the formation of experience learn more in-depth, relevant, and significant for student.

The use of media such as LCD has change appearance room class from passive become more dynamic, which is proof success method this. LCD does not only functioning as presenter material, but also functional as windows that offer reality religious in an attractive and easy visual form understood. Understanding student about Islamic

teachings have changed become real and touching experience through animated video viewing about stories of the Prophet, worship simulations, and visualizations moral values. With thus, a sense of amazement, interest, and desire for study appear, things that were previously difficult built through lecture conventional.

Internet, as means for explore Islamic knowledge, has open room broad and open learning. Students now can learn various Islamic perspective from various digital platforms. Students not Again limited to teacher discussion in the book text or explanation oral. This is very helpful form pattern think critical student to religious teachings, where students not only accept teachings that, but also learn connecting, comparing, and evaluating sources that students meet own. The existence of perspective selective and capable For sorting information this show the existence of a learning process developing reflective rapidly.

Student experience change perspectives and aspects affective student increased. Many students who previously not brave come on stage or not believe self start participate in discussion, speaking in front of class, and express opinion students. Students feel safe and comfortable for appear, ask, and give contribution blessing atmosphere supportive classes and engaging learning media. A sense of pride moment succeed presenting material to friends become experience emotional enhancement identity and ownership student to Islamic Education lessons.

Spiritually, students not only understand religious teachings in general text but also start show signs internalization Islamic values to in behavior students in the real world . Students can linking religious teachings with life social student through activity like worship simulation, broadcast inspiring, and discussion reflective. In a number of case, student more active show religious values such as honesty, responsibility responsibility and solidarity in life daily student.

Lastly, experience learn more whole and humane can achieved through implementation multimedia- based Islamic Education learning. This lesson covers all aspect humanity students: thoughts, feelings, actions, and values live. Therefore that, religious education is considered as experience life that forms character, not just subject academic. Transformation show that if used with correct in education, technology can become more

from just tool help. It can also help student more near with religious teachings and life real student.

DISCUSSION

Implementation Multimedia- based Islamic Religious Education (PAI) learning at Insan Middle School Scholar Mandiri Boarding School shows close integration between approach theoretical and practical pedagogical contemporary. Findings study This confirm relevance and effectiveness use of digital media in learning, especially If reviewed from perspective theory constructivist, humanistic, and multimedia learning theory.

From the corner view constructivist (Piaget & Vygotsky), learning multimedia- based in Islamic Religious Education classes has succeed positioning student not again as recipient passive information, but rather as builder knowledge in a way active (Huda & Susdarwono, 2023). Students participate in designing material, making presentation, and discussion values Islam through multimedia displays. Interaction student with digital content, such as story videos prophet, animation worship practices, and infographics religious, support formation construction personal meaning of Islamic teachings. This process is very relevant with Vygotsky's ideas (Shah, 2022) about zone of proximal development (ZPD), where students develop through teacher guidance and collaboration Friend same age.

From the side theory humanistic approach This in line with Carl Rogers' thoughts (Anggraini & Wiryanto, 2021) which place student as center learning that has need emotional, social, and spiritual that must be valued. Application of multimedia in Islamic Education learning creates a humanizing atmosphere students: they given room for appear, convey ideas, and be creative in group. Activity This push growing sense of trust self, responsibility answer individual and social, as well as award to contribution colleague peer learning become more meaningful personally, because student No just understand draft religious, but also live it in atmosphere open and inclusive classes.

Temporary that, theory multimedia learning (Mayer) emphasizes that information will more easy understood If delivered through track dual: verbal and visual (Mayer, 2024). Research This prove that use of LCD, PowerPoint, and educational videos in Islamic Religious Education learning strengthens Power absorb student to abstract material. For

example, teachings about honesty or the Prophet's exemplary behavior becomes more life when served in narrative visual form. This is not only strengthen understanding cognitive students, but also touch side their emotional and spiritual well-being.

Multimedia learning in schools this also supports development skills psychomotor students. They are used to use device technology (laptop, projector, and internet) for designing teaching materials, tracing source study, until compiling a preaching video. This is not only increase digital literacy, but also training skills think systematic, work The same team and management projects, all of which is indicator main from learning 21st century.

Impact affective from approach this is also very noticeable. Atmosphere Study become more fun and not boring. This is strengthen theory motivation to learn (Mariadas & Yusop, 2024) from Deci and Ryan who stated that feeling of wanting knowledge and autonomy study increase when student involved in relevant, challenging, and meaningful learning in a way intrinsic. The students in study This feel more believe self for talk, more active ask, and more reflective to the Islamic values that they learn.

In addition, strengthening spiritual dimension becomes achievement separate. The learning that has been this considered theoretical and rigid, changing become a moving and touching experience heart. Show story role models, moral narratives, and reflective videos capable awaken awareness more religious contextual. This proves that multimedia is not only tool help learning, but also a spiritual bridge that is capable of implant mark Islam in a way more deep.

In a way, multimedia- based Islamic Education learning does not only in line with theories modern education, but also shows effectiveness real in form active, creative, reflective, and spiritual students. Synergy between approach constructivist, humanistic, and multimedia learning make more Islamic Education learning contextual, interactive, and relevant with challenges of the times. Therefore, the approach This worthy considered as a learning model excellence in the digital era.

Learning multimedia- based at Insan Middle School Scholar Mandiri Boarding School more from just use tool help teaching. It has been change paradigm Islamic Education pedagogy from approach instructional conventional to a more learning model constructive and participatory. This is in line with theory learning constructivist, which



emphasizes that student build knowledge through interaction active with environment them and learn from things new.

Multimedia has functioning as connector between the world of students and material religious abstract. Before this, students accept information linearly through lecture. Now, however, they are invited for construct understanding they Alone through observation, analysis shows, discussions groups, presentations, and analysis impressions. This is support Vygotsky's theory (Lestari et al., 2024) that the learning process walk with Good in context relevant socio - cultural.

Based on results interviews and observations that have been done, response student in a way general to implementation learning multimedia- based on the eye Islamic Religious Education lessons show very positive trend. It is characterized by enthusiasm they in follow activity presentation, discussion groups, as well as compilation material using digital media such as PowerPoint, video, and content interactive other.

In theory constructivism social experience pioneered by Vygotsky meaningful learning formed through interaction social, collaboration, and mediation symbolic like language and tools help study (in matter this is multimedia). This is seen clear in implementation Islamic Education learning in schools where students become part active from the construction process knowledge, not just recipient information passive.

According to study this, one of change important things found is improvement comfort student moment follow Islamic Education lessons. Many students say that lesson become more fun and not boring. Feeling happy This more from just response short to an interesting TV show; it show involvement emotional (affective) students who are more in with religious topics.

According to theory behavioristic, reinforcement positive is also known as strengthening positive given through interesting media can increase desire student for keep going Study (Chen et al., 2024). However, the involvement emotional this no nature passive or manipulative; on the contrary, it push encouragement intrinsic student for learn Islamic values with a better way relevant and contextual with life they as modern teenagers.

Multimedia allows student not only absorb information but also process and communicate it with creative way. In matter this, the thinking process they develop from understanding base become ability For analysis, synthesis, and evaluation, which are stage think more

tall in Bloom's Taxonomy. Students own ability for organize, control, and reflect on the learning process they alone through active functions metacognitive in theory cognitive. Students in a way no direct study compile argument, criticize information, and negotiate meaning when they make digital presentation or respond opinion his friend. This shows that multimedia encourages formation environment critical, dynamic, and meaning - focused learning.

According to theory learning contextual (Lubis et al., 2022), students will more easy understand material If associated with experience them and real world situations. Islamic moral animation, documentary Islamic history, or a video simulation of giving student understanding theoretical and meaning practical. Because the material looks real and close with life everyday, the teacher said student more active ask and respond material. If students not only read about morality, but also see example real in studies case or video, an abstract concept become more real, more easy understood, and more meaningful spiritually.

Learning not only considered as formal customs, but also as a place where students own freedom for speak, answer questions, and speaking in a way open. Students experience sensation new in study religion when requested for create and present material using PowerPoint (Osman et al., 2022). This involves expression, creativity, and responsibility answer in a way simultaneously. This is in line with base theory learning humanistic, especially the ideas of Carl Rogers who emphasized how importance for participant educate for own chance for become self they alone, talking about their ideas, and experience Study as a touching process values and meanings personal. The feeling of pride and satisfaction that arises moment student succeed presenting PAI material to his friends show that they has enter realm deep affective.

Shift paradigm learning from the conventional to interactive shown by the response student that lesson become more fun and not boring. Before this, students only witness video displays, animations, and other visual content, so that experience Study become multisensory. Learning theory multisensory state that brain man absorb information with more good when use more from one senses. Visual- auditory media such as video, images, animation, and audio are used in multimedia learning for increase understanding students.

This is give impact more emotional strong to Islamic principles, accelerate distribution information, and make it easier understanding draft abstract.

One of interesting findings from study is that student start have a sense of responsibility answer personal and group during the Islamic Religious Education learning process. When they given task for compile and present material, they realize how importance discipline, division roles and management time. Attitude work same, leadership, and ethos work is the results. Kolb's experiential learning theory states that student best learning through experience they Alone (Djamaluddin et al., 2024). Students who are truly experience difficulty compile material, find source learn, and convey draft will more appreciate the learning process and more internalize information.

Students show that learning multimedia- based in Islamic Education lessons at Insan Middle School Scholar Mandiri Boarding School is very effective and relevant with need Study generation moment. In other words, multimedia is not only tool visual aid; it is tool transformation that can give meaning, value, and experience real learning with influence cognitive, affective, psychomotor, and spiritual aspects of students.

Learning multimedia- based in the context of Islamic Religious Education (PAI) is a consistent approach with theory constructivism, theory cognitivism, as well as learning active and contextual which prioritizes involvement direct student in the process of building knowledge. The results of research conducted at Insan Junior High School Scholar Mandiri Boarding School shows that implementation of this strategy impact positive towards the process and results Study students, good in aspect cognitive, affective, psychomotor, and spiritual.

Referring to the theory constructivism, students Study in a way more effective when they involved direct in build meaning to the material they learn. This is looks clear when student given chance compile PowerPoint- based PAI presentation, watch visual display via LCD, and explore material via the internet. Learning process not become just a process of receiving information from the teacher, but become an active process build knowledge through experience, reflection, and collaboration. Activities This push formation students' personal understanding to concepts previous Islam Possible only recognized as material memorization.

Temporary that, theory learning cognitive emphasize importance visual representation in assist the processing process information. Multimedia such as video, animation, and digital images make it easier brain in process message Because information delivered through visual and auditory channels simultaneously. In context this, media such as LCD and learning videos has facilitate cognitive processes student in understand abstract PAI material. Display worship simulation, story prophet in form animations, and visual displays of the verses of the Qur'an strengthen Power absorption and retention student Because they " see " not just " hear ".

The findings are also in line with theory learning active, which implies that student Study more effective when they involved in a way active, good mentally, emotionally, and social. In activity discussion group, presentation material, as well as manufacturing multimedia projects, students invited for think critical, dialogue, and convey idea they in a way open. This strengthens skills communication, collaboration, and argumentation are important soft skills in education 21st century. Students feel more believe self, have a sense of responsibility answer, and feel that they own control on the learning process they.

In addition, the approach this also reflects principle learning contextual learning become more meaningful Because religious material is presented not only in form narrative normative, but associated with life real and familiar digital culture with students. YouTube broadcasts of Islamic preaching, Islamic podcasts, or article online religious media is becoming a media that is not only relevant in a way material, but also appropriate with context daily life students. This shows that multimedia -based Islamic Education learning is capable bridging the world of religious texts with the digital world of students, making Islamic teachings more applicable, not only theoretical.

From the side approach humanistic, success Islamic Education learning does not only measured from understanding concept, but also from change attitudes and motivation student in study. Research This show that multimedia use increases enthusiasm and passion students, who are No direct influence condition psychological they. Feelings of joy, trust self and interest to religious material grows Because student feel valued as capable individuals think, create, and perform in front of his friends. This is in line with objective Islamic education that is not only print students who are smart, but also have good morals, believe self, and responsible answer.

Finally, the approach learning multimedia- based in PAI is not only in accordance with theories modern education, but also able to answer challenge Islamic education in the digital era. Success implementation this show that the teacher is not only as transmitter material, but rather as facilitator creative and innovative learning. Teachers are able to function the media as tool amplifier values and means form character student in atmosphere fun and constructive learning. Findings strengthen that integration technology with mark Islam no contradictory, but precisely can become road effective or strengthen understanding of religion in general contextual and touching all over dimensions student as a complete human being: mind, heart and action.

Multimedia learning has a big influence on feelings students. Every source person say that students were very moved by the video showing about story struggle Islamic figures, children orphans, memorizers of the Quran, converts, and the Prophet Muhammad SAW. Furthermore, the effects emotional This form attitude positive in life daily students, such as become more grateful, polite, caring, and respectful towards their parents and teachers.

Learning multimedia- based has push student for become more active in the real world in field psychomotor. Students No Again only accept information in a way passive; teachers and principals school Keep going say that they motivated for apply Islamic values in life daily they are in schools and dormitories. Students, for example, are starting to take part in worship activities, such as fill in cultum or become a priest. They also make preaching videos or digital posters with a theme Islam. Some student even create new ideas, such as create Islamic media boards, Islamic video blogs, and content religious education on social media platforms school.

CONCLUSION

In use approach multimedia- based Islamic Religious Education learning at Insan Middle School Scholar Mandiri Boarding School has experience transformation big . Students No only listen , but also see values Islamic teachings through various visual displays presented by the teacher with an interesting and contextual way . Students feel comfortable For ask , respond , and speak in an atmosphere higher class alive , open , and dialogic. Response student to use multimedia approach in Islamic Religious Education learning is very positive. During learning, students state more happy, interested, and involved more active. The use of digital media allows experience learn something new

and different compared to with method conventional, as well as make lesson more fun and not boring. Students also feel own room for speak and convey opinion they, especially when they requested For do project or presentation. Achievement objective learning cognitive, affective, and psychomotor increase with multimedia- based Islamic Education learning. Through visual displays, stories, and video worship practices, students can understand draft abstract Islamic teachings in general more concrete. Students also demonstrate improvement motivation For learning, confidence self, and greater religious awareness in. In addition, the attitude not quite enough answer, ability speaking, and empathy social formed through activity presentation and discussion group. Students has become used to use technology for create learning media itself, such as slides, infographics, and short videos, in the field of psychomotor skills.

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