

USE OF DIGITAL LEARNING MEDIA IN INCREASING STUDENTS' INTEREST IN LEARNING ISLAMIC CULTURAL HISTORY SUBJECTS

¹Fahmy Syahrudin, ²Akhsinatul Kumala

^{1,2}Universitas Hasyim Asy'ari, Indonesia

¹syahrudinfahmy835@gmail.com, ²akhsinatulkumala@unhasy.ac.id

Abstrak

Penelitian ini bertujuan untuk menganalisis pemanfaatan teknologi dalam meningkatkan minat belajar siswa pada mata pelajaran Sejarah Kebudayaan Islam (SKI) di MA Perguruan Mu'allimat Cukir Jombang. Latar belakang penelitian ini didasarkan pada rendahnya minat belajar siswa yang disebabkan oleh dominasi metode pembelajaran konvensional serta belum optimalnya penggunaan teknologi dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Subjek penelitian meliputi guru SKI, siswa kelas XI, dan pihak madrasah. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi untuk memperoleh data yang komprehensif dan mendalam. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan secara sistematis. Hasil penelitian menunjukkan bahwa pemanfaatan teknologi dalam pembelajaran SKI telah dilakukan melalui penggunaan media digital seperti PowerPoint interaktif, video pembelajaran, animasi, dan proyektor. Penggunaan teknologi tersebut terbukti mampu meningkatkan minat belajar siswa yang ditunjukkan melalui meningkatnya perhatian, antusiasme, motivasi, dan partisipasi aktif dalam proses pembelajaran. Selain itu, teknologi juga membantu siswa dalam memahami materi sejarah yang bersifat abstrak menjadi lebih konkret, visual, dan kontekstual. Namun demikian, keberhasilan pemanfaatan teknologi dipengaruhi oleh beberapa faktor, yaitu ketersediaan sarana dan prasarana, kompetensi guru dalam mengelola pembelajaran berbasis teknologi, serta kesiapan siswa dalam mengikuti pembelajaran digital. Dengan demikian, pemanfaatan teknologi memiliki peran yang signifikan dalam meningkatkan minat belajar siswa sekaligus kualitas pembelajaran SKI di madrasah.

Kata Kunci: pembelajaran digital, keterlibatan siswa, media interaktif, motivasi belajar

Abstract

This study aims to analyze the use of technology in increasing students' interest in learning in the subject of Islamic Cultural History (SKI) at MA Mu'allimat Cukir Jombang University. The background of this research is based on the low interest in learning of students caused by the dominance of conventional learning methods and the lack of optimal use of technology in the learning process. This study uses a qualitative approach with a descriptive type. The subjects of the study include SKI teachers, grade XI students, and madrasahs. Data collection techniques are carried out through observation, interviews, and documentation to obtain comprehensive and in-depth data. Data analysis is carried out through the stages of data reduction, data presentation, and systematic conclusion drawn. The results of the study show that the use of technology in SKI learning has been carried out through the use of digital media such as interactive PowerPoint, learning videos, animations, and projectors. The use of technology has been proven to be able to increase students' interest in learning which is shown through increased attention, enthusiasm, motivation, and active participation in the learning process. In addition, technology also helps students understand historical material that is abstract to be more concrete, visual, and contextual. However, the success of the use of technology is influenced by several factors, namely the availability of facilities and infrastructure, the competence of teachers in managing technology-based learning, and the readiness of students to participate in digital learning. Thus, the use of technology has a significant role in increasing students' interest in learning as well as the quality of SKI learning in madrasahs.

Keywords: digital learning, student engagement, interactive media, learning motivation

Introduction

The development of digital technology in the last decade has fundamentally changed the way humans learn, interact, and acquire knowledge. Digital transformation does not only occur in the economic and industrial sectors, but also has a very significant impact on the world of education. Teacher-centered learning is now transforming into more interactive, flexible, collaborative, and student-centered learning. In this context, technology is no longer seen as a mere learning tool, but as an integral part of the pedagogical process that is able to create a more meaningful, contextual, and adaptive learning experience to the needs of 21st-century learners. Various digital platforms, audiovisual media, and interactive learning applications have opened up new opportunities to increase student involvement, expand access to learning resources, and develop digital literacy, which is one of the main competencies in the era of the Industrial Revolution 4.0 and Society 5.0. Nainggolan's research shows that the integration of technology in learning is able to increase motivation, active participation, and the quality of students' learning experiences (Halimatussadiyah et al., 2025)

Various previous studies have further strengthened the importance of using technology in the learning process. Hidi and Renninger explained that learning media that is able to arouse students' attention will contribute to the development of interest in learning in a sustainable manner (Renninger & Hidi, 2011) Fauziyah and Triyono found that the use of information technology in learning is able to increase the variety of students' learning interests through the presentation of more interesting and interactive materials (Fauziyah & Triyono, 2020) Al Husaini's research shows that the use of digital media during learning has a positive influence on students' motivation and engagement (Manti et al., 2016) In addition, Nainggolan emphasized that digital technology is able to create more effective learning through increased interaction, access to information, and student learning independence. However, Rizky found that the effectiveness of technology is not always universal because it is influenced by the readiness of students, teacher competence, learning design, and the characteristics of the media used. The results of these studies show that technology has great potential in improving the quality of learning, but its success depends heavily on the right pedagogical implementation.

From the perspective of Islamic education, the use of technology is part of an effort to adapt the educational process to the development of science and technology without neglecting Islamic values. Islam from the beginning placed learning activities as the main foundation for the development of civilization as affirmed in QS. Al-'Alaq verses 1–5 which command humans to read, learn, and develop knowledge. Therefore, the use of technology in learning is actually an instrument

to strengthen the process of seeking knowledge, not replace it. One of the subjects that requires technology-based learning innovation is Islamic Cultural History (SKI), because this subject not only aims to convey historical facts, but also instill the values of Islamic civilization, role models, and the formation of students' religious character.

However, the empirical conditions at the MA of Mu'allimat Cukir Jombang College show that the learning of Islamic Cultural History still faces various obstacles. Based on the results of initial observations, the learning process is still dominated by the one-way lecture method so that students tend to be passive, lack enthusiasm for learning, and have difficulty connecting historical material with the reality of today's life. The use of learning technology is also still limited to the use of simple presentation media and has not been optimized through interactive digital media that is able to improve students' learning experience. This condition has an impact on the low interest of students in learning SKI subjects, even though the material taught has strategic value in building students' Islamic identity, character, and insights.

Based on the literature review and the empirical conditions, it can be identified that there is a research gap. Most of the previous research focused more on the influence of technology on learning in general or on other subjects, while research that specifically examined the use of technology in learning Islamic Cultural History at the Madrasah Aliyah level was still relatively limited. In addition, previous research generally focused more on measuring learning outcomes or learning motivation, while studies on the form of technology implementation, changes in students' learning interests, and supporting and inhibiting factors for their application in SKI learning have not been explored in depth. Thus, there is still an academic space that needs to be filled through research that examines the contextual implementation of technology in SKI learning.

Based on the research gap, this study aims to analyze the use of technology in increasing students' interest in learning the subject of Islamic Cultural History at MA Mu'allimat Cukir Jombang University. In particular, this research seeks to answer three main questions, namely: 1) how the form and process of using technology in learning Islamic Cultural History; 2) how students' learning interests are after the application of technology in learning; and 3) what factors support or hinder the implementation of technology in the learning of Islamic Cultural History.

This research is expected to make a contribution both theoretically and practically. Theoretically, this research can enrich the development of studies on the integration of technology in Islamic education, especially in the learning of Islamic Cultural History, as well as expand the understanding of the relationship between the use of technology and students' learning interests. Practically, the results of this research are expected to be a reference for teachers, madrasah heads,

and managers of Islamic educational institutions in designing learning that is more innovative, interactive, and in accordance with the characteristics of the digital generation. Furthermore, this study offers the perspective that the use of technology in SKI learning is not solely oriented to the use of digital devices, but is a transformation of pedagogical approaches that are able to integrate the cognitive, affective, and spiritual dimensions of students. Thus, technology can be a bridge that connects the rich Islamic scientific tradition with the needs of modern learning so that learning of Islamic Cultural History becomes more contextual, inspiring, and meaningful.

Research Methods

This study uses a qualitative approach with a descriptive type to understand in depth the phenomenon of the use of technology in the learning of Islamic Cultural History (SKI) and its implications on students' learning interests. This approach was chosen because the research is not oriented towards the measurement of numbers, but rather on the exploration of meaning, experience, and perception of subjects in a natural context. In qualitative research, the researcher plays the role of the main instrument that is directly involved in the process of data collection and analysis (Creswell, 2002) stating that qualitative research is an approach to explore and understand the meaning that is considered to come from social or humanitarian problems, while (Sugiono et al., 2020) emphasizing that qualitative research is carried out on natural object conditions with triangulation data collection techniques and inductive analysis.

This research was carried out at the MA Mu'allimat Cukir Jombang College which was chosen purposively because it has characteristics that are relevant to the focus of the research, namely the use of technology in the learning process. This madrasah has used various digital media such as interactive PowerPoint, learning videos, animations, and projectors in teaching and learning activities, especially in SKI subjects. The research participants included SKI subject teachers, grade XI students, and related madrasahs. Participant selection was carried out using the purposive sampling technique, which is the selection of informants based on certain considerations in order to obtain in-depth data and in accordance with research needs (Muafi et al., 2023)

Data collection was carried out through three main techniques, namely observation, interviews, and documentation. Observation is used to directly observe the learning process and the interaction between teachers and students in the use of technology. The interviews were conducted in a semi-structured manner to explore information related to experiences, perceptions, and obstacles faced in the use of technology. Meanwhile, documentation is used to complete data in the form of learning tools, media used, and evidence of learning activities. The use of these three

techniques is carried out in an integrated manner as a form of triangulation to increase the credibility of the data (Sitti Mukamilah, 2018)

The data analysis in this study was carried out interactively and lasted continuously until the data reached the saturation point. The analysis process refers to the Miles and Huberman model which includes three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting and focusing data that is relevant to the research objectives. Furthermore, the data is presented in the form of a descriptive narrative to facilitate understanding. The final stage is the drawing of conclusions that are made based on patterns and relationships between data, and are verified on an ongoing basis to ensure the validity of the findings (Miles & Huberman, 1994)

To ensure the validity of the data, this study uses trustworthiness criteria which include credibility, transferability, dependability, and confirmability as stated by Lincoln and Guba (Denzin & Lincoln, 2009) The credibility of the data is obtained through triangulation of sources and techniques and increased diligence in observation. Transferability is done by presenting data in detail and contextual, so as to allow readers to understand the application of research results in other contexts. Dependability is maintained through the consistency of the research process, while confirmability is carried out by ensuring that research findings are based on objective data, not the subjectivity of the researcher.

Research Findings and Discussion

The results of the study show that the use of technology in learning Islamic Cultural History (SKI) at MA Mu'allimat Cukir Jombang has been applied variously and integrated in the learning process. Technology is not only used as a tool for delivering material, but also as a medium that is able to create a more interesting and interactive learning atmosphere. These findings are in line with the opinion that learning technology can increase student engagement and expand the learning experience through the presentation of more varied materials (Halimatussadiah et al., 2025) Based on field data, there are three main themes that emerge, namely: 1) the form of technology utilization, 2) its impact on students' learning interests, and 3) supporting and inhibiting factors.

Utilization of Technology in SKI Learning.

The findings of the study show that teachers utilize various digital media such as interactive PowerPoint, learning videos, animations, and projectors in delivering materials. The learning process begins with the presentation of visual media to attract students' attention, then continues

with explanations of the material and discussions. The use of visual media helps students understand historical material that is abstract to be more concrete and easy to understand.

Theoretically, these findings are in line with constructivist theories that emphasize the importance of active and meaningful learning experiences for students. Technology-based learning allows students to build knowledge through visual and interactive experiences, making the learning process more effective. In addition, the use of learning media also supports the principle that variations in the delivery of material can improve the quality of learning (Fauziyah & Triyono, 2020)

On the other hand, the use of technology also shows a shift in the learning paradigm from teacher-centered to student-centered learning. Teachers are no longer the only source of information, but rather act as facilitators who direct students in understanding the material through various digital sources. This is in line with the development of modern education which demands more active, creative, and innovative learning.

Students' Learning Interests after the Application of Technology.

The results of the study show that the use of technology in SKI learning has a positive impact on students' interest in learning. This can be seen from the increased attention, enthusiasm, and participation of students in the learning process. Students tend to be more focused when the material is presented through visual and audio media compared to conventional lecture methods.

Students' learning interest in this study can be seen through several indicators, namely feelings of pleasure, attention, motivation, and active participation. These findings are in line with the theory of learning interest put forward by (Hidi & Renninger, 2019) which states that interest can develop through situational stimuli that attract students' attention. In this context, technology serves as a stimulus capable of arousing students' initial interest, which then develops into deeper engagement in learning.

In addition, this finding is also strengthened by previous research which shows that the use of technology in learning can improve student motivation and learning outcomes (Fauziyah & Triyono, 2020; Al Husaini., 2021). Thus, it can be said that technology has a strategic role in creating more interesting and meaningful learning for students.

Supporting and Inhibiting Factors.

The success of the use of technology in SKI learning is influenced by several supporting factors, including the availability of facilities and infrastructure such as projectors, laptops, and digital learning media. In addition, teachers' creativity in designing technology-based learning is also an important factor in increasing learning effectiveness. Support from the madrasah in the form of policies and facilities also strengthens the implementation of technology.

However, this study also found several inhibiting factors, such as the limitation of technological competence in some teachers, technical obstacles in the use of devices, and differences in the level of readiness of students in participating in digital-based learning. This finding is in line with the results of Rizky's research, 2025 which shows that not all students respond optimally to technology-based learning, so the right strategy is needed in its implementation.

This shows that the success of the use of technology is not only determined by the availability of devices, but also by the readiness of human resources and careful learning planning. Therefore, training and mentoring are needed for teachers to be able to utilize technology optimally in learning.

Discussion

Overall, the results of this study show that the use of technology has a significant influence on increasing students' interest in learning in SKI subjects. These findings corroborate previous studies that have shown that technology can increase student engagement and motivation to learn. However, this study also confirms that the effectiveness of technology depends heavily on how it is used in the learning process.

This research contributes by showing that the use of simple media such as PowerPoint, videos, and animations can have a significant impact when used appropriately and contextually. This is important for madrasas that have limited facilities, so that they can still innovate learning without having to rely on advanced technology.

Furthermore, the results of this study show that technology is able to revive SKI learning which previously tended to be textual to be more visual and contextual. Thus, learning not only increases interest in learning, but also helps students understand Islamic historical values more deeply. This shows that technology not only functions as a tool, but also as a pedagogical strategy that is able to bridge the gap between learning materials and students' learning experiences.

Conclusion

This study shows that the use of technology in learning Islamic Cultural History (SKI) at MA Mu'allimat Cukir Jombang College has a significant role in increasing students' interest in learning. The use of digital media such as interactive PowerPoint, learning videos, and animations is able to create a more interesting, interactive, and easy-to-understand learning atmosphere. Technology not only serves as a tool for delivering material, but also as a means to visualize historical events so that they are more contextual for students. The increase in students' interest in learning can be seen from the aspects of attention, enthusiasm, motivation, and active participation during the learning process.

This shows that the right integration of technology can encourage more optimal student involvement in learning activities. However, the effectiveness of technology use is greatly influenced by several factors, such as the availability of facilities and infrastructure, teachers' competence in managing technology-based learning, and students' readiness to participate in digital learning. Overall, this study emphasizes that the success of the use of technology in learning does not only depend on the use of devices, but also on pedagogical strategies applied by teachers. Therefore, continuous efforts are needed to improve teacher competence, provide adequate facilities, and develop innovative learning designs that are adaptive to technological developments. Thus, the use of technology in SKI learning has great potential to improve the quality of learning while strengthening students' understanding of Islamic historical values. These findings are expected to be a reference for educators and educational institutions in developing more effective, relevant, and meaningful learning in the digital era.

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