Islamic Religious Education Teachers' Strategy in Using Multimedia to Increase Students' Learning Motivation at the Ahlussunnah Waljama'ah Integrated Vocational High School in Muaro Bungo

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	ABSTRACT
ARTICLE INFO *Article history:* Received 21 March 2025 Revised 25 April 2025 Accepted 20 May 2025	This study aims to identify and analyze the strategies implemented by Islamic Religious Education (PAI) teachers in the use of multimedia to improve students' learning motivation and explain the process of using multimedia strategies in learning, and find out the supporting and inhibiting factors faced in the learning process, both teachers and students to improve students' learning motivation with multimedia usage strategies. The purpose of this study is to improve students' learning motivation with the use of multimedia, and to improve teachers' ability and understanding to understand various learning strategies that can be used to create a more effective and efficient learning process. This research is a qualitative research based on descriptive conducted at the Ahlussunnah Wal Jama'ah Integrated Vocational High School Muaro Bungo. Data collection techniques using observation, interview, documentation techniques. This study produced three things, namely: (1) explaining Islamic Religious Education Learning why it has not been optimal in the learning process which has an impact on learning motivation. (2) Implementation of Islamic religious education teacher strategies in the use of multimedia, teachers utilize various multimedia platforms such as presentations, interactive videos which aim to convey lesson materials in a more interesting and easily understood way by students.
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INTRODUCTION

Education is identical to learning activities, learning is needed by every human being, because learning can provide someone with understanding from things that are not understood to things that can be understood. In the learning process, in order to facilitate the achievement process, the role of other parties is needed because sometimes the motivation to learn can come from external factors. The nature of this motivation is relative, sometimes it appears

enthusiastically but sometimes it is completely absent (Iskandar, 2019; Iskandar et al., 2006; Putri & Iskandar, 2020).

In the treasury of Islamic thought, the term teacher has several terms such as ustadz, muallim and murobbi. Several terms for the term teacher are related to several terms for education, namely ta'lim, ta;dib and tarbiyah. The term muallim emphasizes the teacher as a teacher and conveyor of knowledge and science and the term muaddib places the teacher more as a moral and ethical guide for students by being an example. While the term murabbi emphasizes development and maintenance in both physical and spiritual aspects. Meanwhile, the term that is commonly used and has a broad and neutral meaning is ustad which in Indonesian is translated as teacher (Asriyanto et al., 2023; Malik & Zalnur, 2024).

Strategy is a target, an objective that is formulated and planned to achieve the goals of an institution or organization. In essence, the strategy of an organization or educational institution is a method that can be used with the aim of showing superior quality and quantity when compared to other organizations or educational institutions, where the method of increasing quality and quantity as much as possible uses a method that is quite effective and efficient (Saada, 2023) .

In learning in the 21st century, learning does not only rely on knowledge but also skills. Skills are components that are needed in many areas of life. Trilling & Fadel in Wijaya Sudjimat as quoted by Rahma, argue that *life and career skills, learning and innovation skills, and information media and technology skills* are 21st century skills (Gazali, 2016).

Currently, digital development is so advanced, teachers are not the only source of information for learning. Therefore, teachers must be able to be facilitators and motivators for their students to find and utilize learning resources through digital advancements. This is also an inspiration for their students to be more active in learning and finding sources of information through developing technology (Student et al., 2021).

The development of information technology drives major changes in various aspects of life. In the realm of learning in schools, there is a change and shift in the educational paradigm where the rapid development in the field of information technology accelerates the flow of knowledge that penetrates the boundaries of space, bureaucracy, stability and time. Information technology can display data and transfer information at high speed, causing knowledge to be accessed quickly by its users, of course this condition affects the habits and culture of education that has been managed so far.

Multimedia is a term used to describe the representation of information or messages using different types of media simultaneously. The basic concept of multimedia involves the combination of elements such as text, images, sound, video, animation and other interactive elements to convey a message or information. Rapidly, digital technology and its widespread use along with advances in modern pedagogical theory and practice have improved and changed the way we teach and learn to understand the world of multimedia education.

Motivation is needed to create an effective classroom learning process that can realize educational goals. Motivation plays an important role in learning both in the process and in achieving results because students who have high motivation are generally able to achieve success in the input and output processes of learning. Therefore, a teacher is required to be able to create various ways so that student motivation can emerge and develop well and this is closely related to the methods used by teachers in the learning process (Yafa et al., 2022).

A student who lacks motivation to learn will certainly prefer to be outside the classroom. A student's motivation to learn is not always in a stable condition. Sometimes it decreases but on other occasions the motivation to learn will actually increase. In fact, knowing more about how the motivation to learn is certainly the student himself, so the student must be able to manage his motivation to learn so that it remains in prime condition. And one of the things that supports the achievement of goals is the creation of effective, efficient and enjoyable learning for students, so that the learning provided will be meaningful for students (Cahyani et al., 2020).

Based on the initial findings, the researcher showed that there were gaps found, such as the first lack of student motivation, indicated that sometimes students are still late even though the study hours have started, as well as the lack of enthusiasm of students in participating in Islamic religious education learning. Second, learning strategies that lack innovation are indicated by students being sleepy, bored, which makes them bored in participating in the learning process. Third, the lack of evaluation carried out by teachers in paying attention to student motivation when studying and learning strategies that are too monotonous.

Based on the results of the author's observations with Islamic Religious Education Teachers and students at the Ahlussunnah Wal Jama'ah Muaro Bungo Integrated Vocational High School, it can be concluded that in this school there is a problem with the students' learning motivation caused by learning strategies that are too monotonous which makes them bored because

traditional learning often does not motivate students. Therefore, Islamic religious education teachers need to develop more innovative and interesting learning strategies such as the use of multimedia in the learning process which makes students more motivated in the teaching and learning process and of course not too monotonous which can increase their learning motivation.

Based on the background description above, the author wants to research further and more deeply regarding " The Strategy of Islamic Religious Education Teachers in using multimedia to increase the learning motivation of students at the Ahlussunnah Waljama'ah Integrated Vocational School, Muaro Bungo ".

RESEARCH METHOD

In this study, the researcher used a qualitative approach. Qualitative research is a research method that aims to understand a particular phenomenon or context through a descriptive and interpretive approach. Various data sources such as observation notes, interview notes, individual experiences and history can be used to support the formation of this interpretation. The location of this research is at the Ahlussunnah Waljama'ah Muaro Bungo Integrated Vocational High School.

RESULT AND DISCUSSION
The Motivation Of Students To Study In Islamic Religious Education Is Not Yet Optimal

Aswaja integrated vocational high school, Jujuhan sub-district, Muaro Bungo regency is one of the places to gain knowledge of religious and general education. In this case, in the learning process, there will definitely be deficiencies found, both from internal and external factors, but in the world of education, the process of becoming better will definitely continue to run so as to get good results for school residents, especially teachers and students.

In the regulation of the Minister of Education and Culture Number 22 of 2016 concerning the Standards of Elementary and Secondary Education Processes concerning the implementation of learning, it has been explained that in the introductory activities, teachers provide motivation for students to learn contextually according to the benefits and applications of teaching materials in everyday life, by providing local, national and international examples and comparisons, and adjusted to the characteristics and levels of students. In core activities, using learning examples, learning methods, learning media, and learning resources, which are in accordance with the character of students and subjects.

Regarding the process of matters related to learning Islamic Religious Education, it was found that the motivation of students to learn is lacking in the process of learning Islamic religious education because the strategy or learning method is too monotonous and still uses traditional methods that tend to make them bored and tired during the learning process. Because we know that motivation is a very important factor in creating a good learning process. Students who lack motivation will tend to be less than optimal in following the learning process.

Based on an interview conducted by the researcher with Mrs. Amairiah, S.Pd.I as the Islamic Religious Education Subject Teacher for class XI regarding the students' learning motivation which is not yet optimal, in which she said: "The motivation of students to learn here is indeed less than optimal, especially in the implementation of the learning process because the learning methods used are still often traditional" (Interview, 2025).

From the interview, it shows that related to the motivation of students to learn in Islamic religious education subjects is still not optimal because the teaching method is monotonous and less interactive which can cause boredom in students and learning that is only one way also hinders optimal understanding, however an educator, especially an Islamic religious education teacher will always try to get maximum results in the process of learning Islamic religious education, especially here the teacher has started to use or improve teaching strategies and methods that are more towards the development of the times and in accordance with the form of learning atmosphere needed by students, namely tending to create a more lively and interesting atmosphere in the learning process so that it is no longer boring.

Based on the observations made, it can be seen that currently Islamic religious education teachers really prioritize students to be more effective and active in the learning process, teachers prioritize improvements in learning strategies so that students no longer lack their learning motivation in the learning process and become more conducive and interesting with the use of multimedia.

As quoted from Muhammad Jihad Al Fath and Sholihul Ansori shows that the use of multimedia in the learning process of Islamic Religious Education can be a factor in student learning motivation. In terms of visuals or images alone, it has attracted the attention of children. Therefore, the use of this learning multimedia increases students' learning motivation. Furthermore, it was explained again by Mrs. Amairiah, S.Pd.I as an Islamic Religious Education teacher who said:

"After making a maximum effort by using learning strategies with the use of multimedia, it can be seen that there is a change in the students' learning motivation which can be seen that they are more enthusiastic in

the ongoing learning and much more active" (Interview, 2025)

Based on the results of observations and interviews conducted by researchers at Aswaja integrated vocational high school regarding why the motivation of students to learn in Islamic religious education subjects has not been maximized and after further research it can be concluded that there are shortcomings in terms of the strategies used in the learning process which result in an atmosphere and learning conditions that are too monotonous so that students become bored and tired of following the learning process. Thus, after efforts by Islamic religious education teachers regarding strategies in learning, it can be said that the Islamic religious education learning process has begun to be more optimal than before because it has used more interesting learning strategies that make the learning atmosphere more supportive and effective.

Based on research findings in the discussion on the strategies of Islamic religious education teachers in using multimedia to increase students' learning motivation at Aswaja Integrated Vocational School, the next stage is to conduct an analysis of the research findings on teacher strategies in Islamic religious education learning that have not been maximized, teacher strategies in using multimedia , and supporting and inhibiting factors in the use of multimedia to increase students' learning motivation that have been carried out by Islamic Religious Education Teachers for class XI and students for class XI of Aswaja Integrated Vocational School in increasing learning motivation.

Motivation is a very important thing for educators to pay attention to their students if there is a learning process that is constrained because of less than optimal learning motivation, then the role of the teacher as an educator is very much needed to solve the problems that occur so that the goals of education can be achieved properly and optimally. (Taufiqurokhman, 2016) The learning motivation of students who are not optimal in the Islamic religious education process is a problem that must be resolved immediately by teachers. (Wahid & Sembodo, 2023) And thus the cause of the less than optimal motivation of students in the learning process is that the strategies or methods brought by Islamic religious education teachers are too monotonous and boring in the learning process so that they are bored when the lesson will be carried out (Rukiyanto et al., 2023).

In an interview with the researcher with the Islamic Religious Education Subject Teacher of class XI, which as explained in the research findings section, it was seen that in the learning process, the condition of students' learning motivation had not been implemented optimally and maximally, which could result in what the teacher conveyed being less understood and comprehended

by students. Indeed, as is known, the use of learning methods that are still too traditional does make the atmosphere in the learning process monotonous and boring. Because Aswaja Integrated Vocational High School is located in an Islamic Boarding School environment, which means that this lecture method is the daily food of students that they continue to hear from every educator who lives in the school environment.

Thus, everything we want must have sacrifices and achievements that must be proven by actions so that in the process of learning Islamic religious education, teachers have improved their learning strategies by using multimedia so that the atmosphere in the learning process becomes more interesting and not too monotonous which can result in students' learning motivation in Islamic religious education subjects being able to be implemented optimally.

Islamic Religious Education Teachers' Strategy in Using Multimedia to Increase Students' Motivation to Learn

The strategy used by Islamic religious education teachers in using multimedia to increase the motivation of students to learn is a very effective strategy for teachers when a learning process occurs that makes students' motivation decrease due to learning methods that are too monotonous (Rohman et al., 2023). Thus, this strategy must also be supported by solid cooperation and serious efforts from both teachers, students and schools because all are interdependent.

In addition to a teacher who plays the most important role in using strategies with multimedia in the learning process, we need to underline that without the help and support of the school related to the place where the teaching and learning process is carried out, the strategies used cannot be implemented smoothly and well. (Sugiarto & Farid, 2023) For that here in the implementation of the teaching and learning process using multimedia which is carried out in the computer laboratory, the one who will prepare the laboratory is the laboratory guard himself. According to Mrs. Juwita as the computer laboratory guard, she said:

> "Regarding the implementation of the teaching and learning process in the use of multimedia, here I will prepare all forms related to multimedia, while for the practice and learning process that takes place with multimedia, the teacher concerned will do it because my job here is as a boundary guard and care so that multimedia software and hardware can be used optimally". (Interview, 2025)

From the interview, it can be seen and understood that in the process of teaching and learning activities using multimedia, Mrs. Juwita will help to

prepare the learning process with the use of multimedia that will be carried out in the laboratory and after everything is prepared, the next step for the learning process with the strategy of using multimedia will be carried out by the Islamic Religious Education Teacher. Furthermore, it was explained directly by Mrs. Amairiah, S.Pd.I as the Islamic Religious Education Teacher, she said:

> "During the learning process using multimedia, here I, as an Islamic Religious Education teacher, use two strategies, namely presentation and discussion using a series of multimedia devices as a strategy in learning to make it better so that it can increase their learning motivation for Islamic Religious Education lessons to be better" (Interview, 2025).

Based on the results of the interview above, it can be concluded that the strategies used by Islamic religious education teachers in using multimedia include presentations and discussions, and of course before the learning process takes place, the teacher concerned, especially here the Islamic religious education teacher, has prepared the material that will be taught every hour of the Islamic religious education lesson so that the strategies used can be implemented properly with the use of multimedia so that it can increase student learning motivation and make the atmosphere in the learning process no longer monotonous and boring (Sari, 2023).
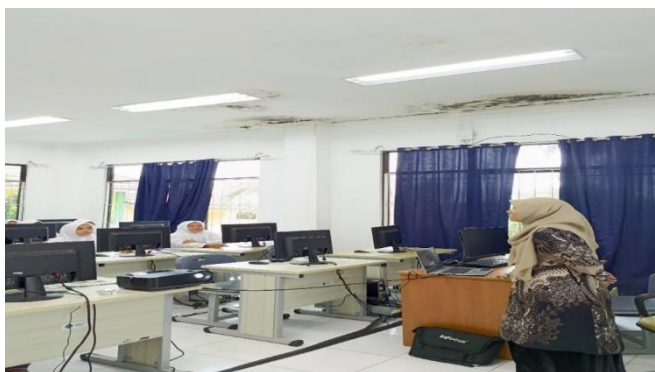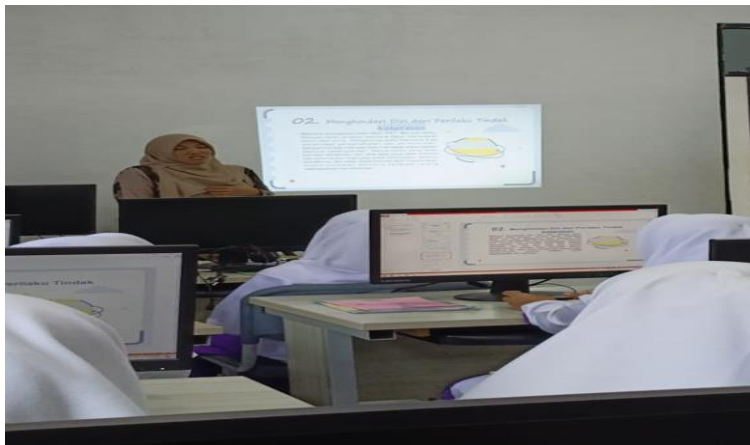

Figure 1.
Teachers Carry Out Learning Using Multimedia Strategies

Based on the results of observations and interviews conducted by researchers at the Ahlussunnah Wal Jama'ah Integrated Vocational High School in Muaro Bungo, it can be concluded that these are the strategies used by Islamic Religious Education teachers in the process of implementing learning using multimedia:

Presentation Strategy

Presentation strategies used by Islamic religious education teachers to increase students' learning motivation in the use of multimedia, namely (Danny Kurniadi, 2023). Learning activities using presentation strategies for Islamic

religious education teachers in the process of increasing students' learning motivation are strategies that are more focused on the teacher who will do it and students will listen and pay attention to what their teacher says through presentation strategies using multimedia.

Figure 2.
Teacher Using Presentation Strategy

Thus, because in this presentation strategy, the Islamic Religious Education Teacher will present the results of the learning materials that will be taught to students using multimedia as a good and suitable media to be used as an effort to increase the motivation of students to learn and avoid a learning atmosphere that is too monotonous and boring for them. This was stated by Mrs. Amairiah, S.Pd.I as an Islamic Religious Education Teacher, she said:

> "The presentation strategy here is that it will be implemented by explaining the material by displaying a projector or infocus and showing power points, videos and students are expected to pay attention to what is being conveyed so that it can be understood and comprehended". (Interview, 2025)

From the results of the researcher's observations and interviews above, it can be concluded that activities in the teaching and learning process using presentation strategies through the use of multimedia are more effective and efficient because there are many or very effective with the learning atmosphere will be more interesting and with the use of presentation strategies with the use of multimedia in today's era is very appropriate with the conditions and atmosphere of the surrounding environment where technology is part of human life itself, meaning that we should not live in an era that is increasingly advanced and developing while we are actually far behind the conditions around us for that the role of educators is very important in the process of a process of improvement in the future so that the world of education is increasingly advanced and developing.

This presentation strategy will be implemented during the teaching and learning process and the Islamic religious education teacher will present the results of the lesson material that will be delivered through the use of various available media related to multimedia and here the presentation strategy used by the Islamic religious education teacher is to explain the learning material by showing power points and videos related to the learning material and explained in detail with the presentation strategy in the use of multimedia.

Thus, the role of the teacher is still very much considered here because during the learning process, students will pay attention to what is explained by the Islamic Religious Education teacher in depth regarding the lesson material on the day that is carried out by using presentation strategies so that students can sharpen their knowledge of what they are learning and can directly and clearly understand what they do not understand.

Discussion Strategy

The discussion strategy used after the presentation strategy with the use of multimedia is something that must always be applied and must not be erased. This is because the higher the level or use of the strategy applied, the better and more developed the learning system applied in the Ahlussunnah Wal Jama'ah Muaro Bungo Integrated Vocational High School environment.

Discussion in the world of education is undeniably a very important thing between teachers and students so that what is conveyed by the educator can be heard by students and what is felt by students can be asked to their teachers so that a problem can be resolved properly through discussion strategies in the learning process. (Pattiran, M., Songbes, A, M, H., Arrang, R., Herman., Vanchapo, A, R., 2024) This was stated by Mrs. Amairiah, S.Pd.I as an Islamic Religious Education Teacher at Aswaja Integrated Vocational School, she said:

> "Discussion strategy will be carried out when the presentation strategy has been completed to determine how active students are, it is very necessary to carry out a discussion strategy between one another because without discussion in the teaching and learning process it seems that it will be less effective because with this discussion strategy it will create an understanding that is taught easier to understand and understand" . (Interview, 2025)

From the author's observations and interviews above, it can be concluded that by using a discussion strategy after carrying out various previous strategies, this discussion strategy will be the strategy that must always be carried out and must not be abandoned in the learning process because with this discussion, an educator will find it easier to pay attention to whether he is successful in the learning process and with it students will be more active and

develop again in the learning process because they will exchange ideas with each other so that the knowledge transferred will be easier to understand and comprehend.

Figure 3.
Teacher Using Discussion Strategy

The last strategy of Islamic religious education teachers in using multimedia to increase student learning motivation is that after all the previous strategies have been used, the teacher will hold a direct discussion with the students on the lesson material that has been delivered, whether there are those who still do not understand or those who want to give their opinions, it is very permissible (Tsaniyatus Sa'diyah, 2022). By using this discussion strategy, teachers and other students can exchange ideas with each other so that their understanding in the learning process becomes deeper and increases.

CONCLUSION

The results of the study on the Strategy of Islamic Religious Education Teachers in the use of multimedia to increase the learning motivation of students at the Ahlussunnah Waljama'ah Integrated Vocational School in Muaro Bungo the following conclusions can be drawn:

1. Presentation strategy is a form of strategy where Islamic religious education teachers utilize various facilities and infrastructure related to multimedia and make it a form of strategy to increase student learning motivation. The use of the strategy with the presentation in question is that the teacher displays the lesson material using a computer and infocus and students are expected to pay attention to what is explained by their teacher with several interesting presentation slides that can make students focus on the lesson material better and make them more enthusiastic in the learning process by displaying slides from interesting and fun presentations. Thus, after the strategy of using presentations

through Power Point, students are also given learning with presentations through learning videos related to the material that has been explained previously so that students' understanding can be improved and make them more interested in what has been conveyed in each lesson explained so that it is not monotonous and boring anymore.

2. After the presentation strategy is finished being used and the teacher can see further how the understanding that occurs to students towards the material that has been delivered through the use of learning multimedia. Thus the use of discussion strategies between one another especially here between teachers and students in the learning process through the use of multimedia which can directly involve teachers and students maximally and can make them more active and effective in the learning process.

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