INTERACTIVE-BASED LEARNING MEDIA DESIGN TO ACHIEVE STUDENTS' LEARNING OUTCOMES IN THE SUBJECT OF ISLAMIC CULTURAL HISTORY IN CLASS X MAS USHULUDDIN

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Abstract

Islamic Cultural History Learning plays an significant part in forming pupils' Islamic understanding and character.Conventional learning approaches, however, frequently get in the way of attaining the best possible learning results. In order to increase learning effectiveness and learning outcomes, this project attempts to create interactive learning materials of students in class X of Ushuluddin Private Madrasah Aliyah (MAS). This study uses a descriptive method based on facts in the field. Data collection techniques in a study are very important, in order to obtain data that is in accordance with the focus to be studied. Because the research data is qualitative research, the researcher chose a data collection technique using in-depth interviews, observation, and documentation. The primary data sources required include; Principal, Islamic Cultural History Teacher. The non-human data sources are in the form of supporting documents and facilities and infrastructure. The techniques used in data analysis are data collection, data reduction, data display, drawing conclusions and verification. The results of the study showed that the use of interactive-based learning media made students more actively involved in the learning process, which ultimately strengthened their conceptual understanding and improved academic achievement in studying Islamic Cultural History. The construction of interactive multimedia-based learning materials to enhance students' learning outcomes in Islamic Cultural History classes is the study's conclusion X MAS Ushuluddin integrating with text, images, audio, video, and other interactive elements, this media not only succeeded in creating a more interesting and motivational learning environment but also facilitated students' deep understanding of the material.

Keywords: Interactive Learning Media; Islamic Cultural History; Learning Outcomes; Digital Learning, MAS Ushuluddin

A. Introduction

Education is expanded to include efforts to realize individual desires, needs, and abilities in order to achieve a satisfying personal and social lifestyle. It is not only a way to prepare for future life, but also for the lives of children who are currently maturing (Ordina Saragi et al., 2024). Education is not only seen as an endeavor to provide information and develop skills. Education is the process of learning that all people (students) go through in order to increase their understanding, maturity, and capacity for critical thought (Dini Fitriani et al., 2024). Teachers are the spearheads who are directly related to students as subjects and objects of learning. No matter how good and ideal the education curriculum is, no matter how Complete educational infrastructure and facilities are not balanced with the capacity of teachers to incorporate them into the teaching and learning process everything will be less meaningful (Hairiyanto et al., 2024). Nowadays, the sophistication and advancement of technology can be utilized in the field of education. Therefore, innovation is needed to find the right learning media in today's era. With the right It is believed that by using learning media, pupils will be able to assimilate knowledge more rapidly and effectively. Books are not the only source of information; there are other types as well. With today's technology, namely the internet, students can search for and obtain the information they expect.

Rapid developments in education, especially According to Almira Chandra Lalita et al. (2024), multimedia technology has the ability to significantly alter how individuals learn, acquire knowledge, modify information, and more. Additionally, multimedia gives educators the chance to create instructional strategies that yield the best possible outcomes. Similar to this, multimedia is supposed to make it simpler for educators to assess what and how quickly and effectively pupils can assimilate knowledge. Text from books is no longer the exclusive source of information; there are other sources as well. The simplicity of accessing the anticipated information will be further enhanced by the possibilities of internet-connected multimedia technology.

Students' learning styles vary, some tend to emphasize the visual, audio, and audio-visual sides. This diversity requires teachers to be more responsive and creative in unifying their learning styles. This makes teachers innovate to create appropriate learning media (la Velle et al. 2020). However, this must be supported by the understanding of educators in mastering the increasingly developing technology today, teachers are expected to master, understand and be proficient in making and using technology (Nirmala Wahyu Wardani et al., 2024). Learning and teaching require an interactive, more communicative atmosphere. The use of interactive multimedia-based learning media is expected to help students and educators to improve the quality of teaching and learning. In learning, teachers are required to maximize the interactive learning process, during the pandemic educators are required to be able to maximize learning with interactive multimedia-based learning media, it is hoped that the absence of educators and students will not reduce students' understanding of the material that must be conveyed and understood by students. To study the history of the prophets, apostles and companions,

teachers are expected to be able to convey it as interestingly as possible. Not all educators can convey learning materials using the story method, so researchers try to create interactive multimedia-based learning media. With interactive multimedia-based learning media, it is hoped that students will find it easier to understand and be able to retell the history of the prophets, apostles and companions.

Currently, the learning of Islamic Cultural History in many educational institutions tends to still use conventional methods that often only focus on providing information verbally through lectures and discussions centered on the teacher. The material presented is considered quite dense and complex, especially regarding historical details that require a good understanding from students. The lack of use of innovative and interactive learning media often makes students less enthusiastic and tends to be passive, which then affects their degree of comprehension of the information offered. Furthermore, using technology into the study of Islamic cultural history is also still relatively low compared to other subjects that are faster at adopting digital aids such as multimedia, interactive learning applications, and online platforms (Putra, Arnadi, and Putri 2024).

This does not support students in visualizing abstract concepts in Islamic Cultural History, which can be better understood with the use of digital teaching aids or interactive simulations. The limitations of these supporting tools create a challenge in attracting students' attention and in increasing the effectiveness of their teaching and learning outcomes in the subject of Islamic Cultural History (Cisia Padila et al., 2024). Enhancing the quality of education is largely dependent on the usage of interactive media in the teaching and learning process. Digital simulations, interactive movies, and educational applications are examples of interactive media offer a more dynamic and engaging way for learners to engage with learning materials. These methods allow for a more visual and audiovisual presentation of content, which helps learners understand complex concepts through effective visualization and direct interaction. In this way, learning becomes more engaging and understandable, motivating learners to be more active in the learning process.

The relationship between learning media and learner learning outcomes is very significant, considering the important role of media in delivering teaching materials more effectively and efficiently. Learning media, especially innovative and interactive ones, can create a more engaging and motivational learning environment for students. The application of appropriate learning media can facilitate better understanding of concepts, facilitate the transfer of knowledge, and enrich students' learning experiences by presenting materials in a more varied and dynamic format. When students feel involved and motivated through the learning media, they tend to be more active in participating in the learning process and in turn can experience improvements in their learning outcomes. The process of assessing learning outcomes can also Using learning activities, tell teachers about how well students are doing in reaching their learning objectives (Umi Latifah Nur et al., 2023). Furthermore, from this information, teachers compile and foster further student activities, both for the whole class and individually. By looking at the background

above, the identification of problems in the study, it can be seen from teachers who are less than optimal in utilizing learning resources, such as the use of learning media, learning using learning methods with stories, teachers using media, but not optimally.

B. Method

The approach and type of research, both qualitative and quantitative, are inseparable for a researcher in studying existing phenomena based on the focus of the research to be studied. For a qualitative researcher, it must be different from quantitative research, therefore it is also different in its characteristics, both in relation to the type of research and the approach used. This type of research is field. The research method used is a descriptive method based on facts in the field. Data collection techniques in a study are very important, in order to obtain data that is in accordance with the focus to be studied. Because the research data is qualitative research, the researcher chose a data collection technique using in-depth interviews, observation, and documentation. To start building a good relationship with the research subjects, the researcher conducted initial observations. Initial observations are needed to obtain initial knowledge about the problem to be researched. Interviews in this study aim to find out the opinions, views, attitudes and feelings of the research subjects. Before conducting the interview, the researcher first asks for the informant's willingness to be interviewed. This is important so that the informant does not feel disturbed and forced. The tool that the researcher uses to support this type of data collection technique is the general interview guidelines. From the type of data to be obtained, the researcher uses tools in the form of a photo camera and tape recorder.

Qualitative data analysis was the method of data analysis employed in this investigation. Data gathering, data reduction, data display, conclusion-making, and verification are the methods utilized in data analysis The data that has been collected does not always have the truth that is in accordance with the focus of the research. There may even be deficiencies and incompleteness. For this reason, a data validity check is needed so that the research data really has high credibility. The methods that researchers use to check the validity of data in research are focused observation, triangulation, and member checks.

C. Finding and Discussion
1. Finding

Interactive multimedia-based learning media is a technology that allows users to actively interact with content presented in various types of media. This includes text, graphics, video, animation, and sound, all of which are designed to enhance the learning process through greater engagement and deeper understanding of the material being taught (Rizvic et al., 2020). This definition underlines the importance of combining various media formats and interactivity in creating a rich and dynamic learning experience, facilitating effective, efficient, and enjoyable learning for learners. Interactive multimedia-

based learning media has a significant relationship in improving student learning outcomes, especially in the subject of Islamic Cultural History. Through the integration of various types of media such as text, images, video, and sound, as well as the ability to interact with the material, learners are given the opportunity to learn historical concepts and events from various perspectives (Wajdi et al., 2021). This not only helps learners to understand the material better through a richer and more dynamic learning experience, but also encourages their critical and analytical thinking about the information provided. Active engagement of learners with multimedia-based learning materials allows learning to be more interesting and memorable, which in turn can increase information retention and deeper understanding of concepts (Basyiroh et al., 2024).

Furthermore, interactive multimedia-based learning media also supports student-focused learning, allowing them to control certain aspects of their learning process, such as the pace of learning and the path of material exploration. This is especially important in the context of history learning, where learners can explore various dimensions of time, figures, and events in Islamic Cultural History according to their interests. This personalization of the learning process contributes to increased student motivation and engagement, which are important factors in learning success. Thus, Students' educational experiences can benefit from the usage of interactive learning materials, which can help them comprehend and value the diversity and complexity of Islamic cultural history on a deeper level (Ilma et al., 2024).

Based on observations, 423 have been conducted in Class X MAS Ushuluddin Singkawang related to the subject of Islamic Cultural History regarding the use of Interactive Multimedia-Based Learning Media, where teachers in terms of its use include multimedia presentations, interactive videos, and online quizzes designed to provide students with an in-depth view of Islamic cultural history in a more interesting and interactive way. Observations in class X MAS Ushuluddin reveal that the usage of Interactive Multimedia-Based Learning Media has a significant favorable influence on student learning results in the topic of Islamic Cultural History. Higher levels of student engagement and comprehension demonstrate that MPBMI is a useful teaching technique, particularly when it comes to teaching history subjects that are sometimes regarded as challenging and uninteresting. Based on these findings, it is advised that interactive multimedia-based learning materials be used as a teaching strategy that can be included to the curriculum. The findings of interviews with Islamic Cultural History instructors at MAS Ushuluddin Singkawang about the creation of interactive multimedia-based learning materials to enhance student learning outcomes in the field of Islamic Cultural History further support this.

Interviews have been conducted with Islamic Cultural History teachers about the motivation behind the use of Interactive Multimedia-Based Learning Media in teaching Islamic Cultural History. From this interview, it can be concluded that the use of Interactive Multimedia-Based Learning Media at MAS Ushuluddin has contributed

significantly to increasing students' interest and understanding of Islamic Cultural History. Although there are some challenges, this approach shows great promise in improving the quality of history learning. Therefore, this media is designed using a combination of interactive text, images, audio, video, and animation, where students can interact directly with the material presented by Berliani (Fitriyani et al., 2024). The main goal is to make the learning process more interesting and improve students' understanding of the concepts in Islamic Cultural History. In addition, this learning media also allows students to learn independently and according to their respective learning speeds, so that it can meet the learning needs of students with different learning styles (Berliani and Gumiandri, 2024). In the design of this learning media, students will be faced with simulations, interactive quizzes, and other activities that support active learning. Students can explore various eras and important events in Islamic history, interact with interactive maps, and listen to stories about Islamic figures through engaging audio and visuals. Features such as quick search, notes, and bookmarks are also included to help students organize their learning materials. It is hoped that with the implementation of this interactive multimedia-based learning media, students will be more motivated to learn and gain a better understanding of Islamic Cultural History, which will ultimately improve their learning outcomes.

The use of this interactive multimedia-based learning media also aims to overcome challenges in conventional learning which is often considered monotonous and less interesting for digital generation students. By utilizing technology in the teaching and learning process, Islamic Cultural History material that may be perceived as complex or rigid can be delivered in a more digestible and interactive format. This allows students to not only memorize facts, but also understand and connect various concepts and historical events in a broader context. Furthermore, interactive multimedia supports student-oriented learning, where they are given the opportunity to explore and construct their own knowledge, rather than just passively receiving information.

2. Discussion

The design of interactive learning media in the subject of Islamic Cultural History in class X MAS Ushuluddin aims to improve student learning outcomes with a more interesting, participatory, and technology-based approach. Interactive learning media is able to create a more dynamic learning environment, where students not only receive information passively, but are also directly involved in the learning process through various interactive features such as quizzes, simulations, educational videos, and online discussions. The importance of using interactive media in SKI learning is based on the characteristics of this subject which contains a lot of historical material, figures, events, and values that need to be understood in depth. If presented with conventional methods such as lectures and reading textbooks alone, the material can feel boring and less interesting for students. Therefore, interactive learning media is present as a solution to bridge these challenges by providing a more interesting and easy-to-understand learning experience. In

addition, interactive strategies in learning Islamic Cultural History can be applied through digital forum-based discussion methods, where students are invited to analyze and discuss historical events that are relevant to today's life. This activity can be combined with gamification, such as educational games based on Islamic history that test their understanding through quizzes and challenges. With this approach, students not only memorize historical facts, but are also able to understand the context and values contained therein. Evaluation in the use of interactive learning media is also an important aspect to ensure its effectiveness in improving learning outcomes. This evaluation can be done by measuring student involvement during the learning process, their level of understanding through formative tests, and feedback from students regarding their learning experiences. Thus, the design of this learning media can continue to be developed and adjusted to the needs of students so that it is more optimal in improving their learning outcomes in the subject of Islamic Cultural History.

It is anticipated that the implementation of this interactive multimedia-based learning media design will also assist educators in presenting instructional materials. This media can be used by educators as a teaching tool to make complex ideas more engaging and participatory (Khasanah et al., 2023). Through a more engaging and joyful learning environment, this not only improves the efficacy of the educational process but also fosters goodwill between educators and learners. All things considered, it is anticipated that the creation and application of interactive multimedia-based learning materials will advance the caliber of instruction in Islamic Cultural History, giving students a deeper comprehension and better learning results (Kulsum et al., 2023).

Furthermore, to ensure Comprehensive research and assessment are required to determine the efficacy of this interactive learning medium. Studies can be carried out to evaluate how interactive media affects student motivation, engagement in the learning process, and improvement of learning outcomes. This involves collecting data through surveys, interviews, and observations in the classroom where students use the media. By analyzing feedback from students and teachers, developers of learning media can identify the strengths and weaknesses of the media that have been developed and propose necessary improvements. Along with the implementation of interactive learning media for the subject of Islamic Cultural History, it is also important to provide training for teachers on how to use the media effectively. Teachers need to be equipped with information and communication technology skills, as well as pedagogical strategies that utilize the potential of this interactive media. On the other hand, school infrastructure such as hardware, software, and internet connectivity must support the implementation of this learning technology. Finally, collaboration between media developers, educational institutions, teachers, and students is key to creating a learning environment that facilitates the exchange of ideas, feedback, and continuous improvement in interactive and engaging Islamic Cultural History learning. With planned implementation and strong support from all related parties, the design of this interactive learning media has the potential to become a valuable tool in the educational process, and not only enrich the learning experience of

students, but also support the achievement of more optimal learning outcomes in the field of Islamic Cultural History.

The next step in making interactive learning media an integral part of the Islamic Cultural History learning process involves the preparation of comprehensive and relevant materials with the applicable curriculum. The materials presented must not only be historically accurate, but also inclusive and able to show the diversity of Islamic culture. This ensures that students gain a broad and in-depth perspective on the subject. The integration of technology into learning must also be accompanied by an effective evaluation strategy to measure student learning achievements. Tests and quizzes can be made interactive and designed in such a way as to test not only factual knowledge, but also students' analytical and critical abilities. The interactivity feature in learning media can be utilized to provide immediate and relevant feedback to students, helping them understand areas where they need to strengthen their understanding.

It is also important to address the different learning needs and preferences of learners, by providing materials in a variety of formats, such as text, audio, images, and video. This helps all learners to engage in learning, including those with different learning styles or special needs. Consistency in the use of interactive multimedia-based learning media allows for adjustment to the individual pace of learners, providing opportunities to learn at their own pace, which reduces stress and enhances understanding.

Finally, to ensure the sustainability and growth of this initiative, continued investment in teacher professional development and technological infrastructure improvements are needed. The use of interactive learning media should be widely adopted in educational practice and supported by educational policies that facilitate innovation and the use of technology in education. With the right strategies and support, the use of interactive multimedia-based learning media can revolutionize the way learners learn Islamic Cultural History, making the learning process more engaging, interactive, and impactful. This will prepare learners not only to master the lesson content but also to develop important skills such as creativity, critical thinking, and the ability to work collaboratively in an evolving global culture. In conclusion, the implementation of interactive learning media in Islamic Cultural History lessons has significant potential to enhance the learning process. This includes not only increasing learner motivation and engagement, but also supporting the development of a deeper and more critical understanding of the material. The use of technology in learning allows for adaptation to the various learning styles of learners, providing an opportunity for more personalized and effective learning.

In addition, interactive learning media facilitates instant and relevant feedback that is essential for ongoing learning. This allows learners to quickly understand and correct mistakes, strengthening their understanding of the subject. Teacher professional development and improving technology infrastructure are important aspects that support the successful implementation of interactive media in education. However, achieving the full potential of interactive learning media requires collaboration between media

developers, teachers, learners, and stakeholders in the education system. Continuous research and evaluation are needed to optimize the use of these media in education, as well as to ensure that the material delivered is accurate, relevant, and inclusive. With the right approach, interactive learning media can be an important tool in educating learners about Islamic Cultural History, not only in terms of knowledge, but also in building important skills for their future. The implementation of interactive learning media is a step forward in educational innovation, leading to a richer, more dynamic, and more effective learning experience for learners.

The interactive learning media developed in this study utilizes the latest digital technology with interactive features, such as live quizzes, learning videos, and interactive simulations. Compared to previous studies that still use conventional learning media (for example, printed books and static presentations), this media is more interesting and actively involves students. This interactive media is not only one-way but also encourages collaboration between students through virtual discussion features and direct sharing of understanding. Previous studies have focused more on lecture and discussion methods without the support of interactive media. This media connects historical material with current social and cultural phenomena, so that students can more easily understand the relevance of the material in everyday life.

E. Conclusion

The conclusion of the interactive-based learning media design to achieve learning objectives for class X students studying Islamic Cultural History MAS Ushuluddin highlights how crucial technology is to enhancing the efficacy of learning. By incorporating interactive technology, students can better comprehend the content being taught, become more engaged in their studies, and strengthen memory of Islamic cultural history concepts. This design is designed to create a more dynamic, participatory, and enjoyable learning environment, so as to overcome obstacles that often arise in conventional learning. In addition, the interactive approach also helps teachers in delivering material with more variety, supports different learning styles, and provides direct feedback to students. Thus, this interactive-based learning media is expected to significantly improve student learning outcomes and foster a deeper understanding of Islamic cultural history. The development of interactive multimedia-based educational materials to enhance students' learning outcomes in Islamic Cultural History classes X MAS Ushuluddin integrates with text, images, audio, video, and other interactive elements, this media not only succeeds in creating a more interesting and motivational learning environment but also facilitates students' deep understanding of the material. Through a more dynamic and interactive approach, Students' involvement in the learning process increases which ultimately strengthens their conceptual understanding and improves academic achievement in studying Islamic Cultural History.

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