

The Use of Interactive Multimedia to Address the Limitations of Conventional Methods in Islamic Religious Education

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Abstract

The teaching of Islamic Religious Education in various educational institutions still faces the challenge of a dominance of conventional methods, which tend to make students passive and less engaged in the learning process. This situation is exacerbated by the abstract nature of some Islamic Religious Education material, which makes it difficult to understand without the support of engaging media. This study aims to analyze the use of interactive multimedia in addressing the issues associated with conventional methods in Islamic Religious Education and to explore its role in supporting more active and innovative learning. The method used is qualitative research employing a content analysis approach to relevant literature. The findings indicate that interactive multimedia can enhance learning motivation, strengthen conceptual understanding, encourage active participation, and develop students' digital literacy. Its application is relevant across various fields of Islamic Religious Education, though its success depends on educators' competencies, the availability of facilities, and the appropriateness of instructional design. This study concludes that interactive multimedia is a potential innovative alternative for improving the quality of Islamic Religious Education in the digital age.

INTRODUCTION

Islamic Religious Education plays a vital role in shaping students' character, morality, and Islamic values. The teaching of Islamic Religious Education aims not only to enhance students' conceptual understanding of Islamic teachings but also to enable them to apply these values in their daily lives. However, the implementation of Islamic Religious Education in various educational institutions still faces numerous challenges. One of the problems that still exists is the dominant use of conventional methods such as lectures and memorization with a teacher-centered approach. This situation causes students to tend to be passive recipients of information, thereby limiting their level of engagement in the learning process. Consequently, students' motivation and learning outcomes remain suboptimal because the learning

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experiences they gain lack meaningfulness (Firdausy & Latif, 2026). Additionally, some abstract content in Islamic Religious Education is often difficult to understand when presented solely through verbal instruction without the support of engaging and contextual learning materials (Hasibuan et al., 2025).

The transformation of information and communication technology in the digital age has brought about innovations in teaching practices. Today's students are growing up in an environment saturated with digital technology, resulting in learning characteristics that differ from those of previous generations. They tend to prefer learning experiences that are visual, interactive, and encourage active participation over monotonous, teacher-centered methods (Syukrina & Aprison, 2024). Therefore, innovations in Islamic Religious Education are needed to create more engaging learning experiences, increase student participation, and align with advancements in educational technology. The integration of technology into learning is believed to enhance the quality of interaction between educators, students, and instructional materials, thereby making the learning process more dynamic and effective (Azizah & Jemain, 2023). One innovation that can be integrated to optimize Islamic Religious Education is the use of interactive multimedia. Interactive multimedia offers more engaging ways to present material that align with the characteristics of students in the digital age, who are accustomed to interacting with technology in their daily activities (Aulia & Toriqularif, 2025). This potential makes interactive multimedia a relevant topic for further study as a solution to the various limitations of conventional methods in Islamic Religious Education (Syukrina & Aprison, 2024).

Previous empirical studies have revealed that interactive multimedia has the potential to improve the quality of learning. Rohmah & Tegeh, (2022) found that the use of interactive multimedia contributes positively to enhancing students' conceptual understanding and learning outcomes. A study by Syukrina & Aprison, (2024) shows that interactive multimedia is capable of creating learning that is more adaptive and suited to the characteristics of students in the digital age. Azizah & Jemain, (2023) explain that the integration of technology into learning can optimize the quality of educational interactions, thereby making learning more effective. These findings indicate that interactive multimedia is highly relevant in supporting improvements in the quality of Islamic Religious Education.

Nevertheless, much of the previous research has tended to focus on the effectiveness of interactive multimedia on students' learning outcomes or motivation in general. Studies that specifically examine the use of interactive multimedia as a solution to address various problems associated with conventional methods in Islamic Religious Education are still relatively limited. In fact, issues such as low student participation, learning that tends to be monotonous, and difficulties in understanding abstract Islamic Religious Education material require innovative solutions that align with developments in educational technology. Thus, this study offers scientific novelty by focusing its analysis on the use of interactive multimedia as a solution to the problems of conventional methods in Islamic Religious Education through a literature review approach.

Based on the above discussion, this study aims to analyze the use of interactive multimedia in addressing the limitations of conventional methods in Islamic Religious Education. Additionally, this study aims to explore the role of interactive multimedia in fostering a more active, innovative, and relevant approach to Islamic Religious Education that aligns with advancements in educational technology in the digital age.

METHODS

The research design employed in this study is qualitative research using a content analysis approach. This approach was chosen because the study focuses on

gaining an in-depth understanding of the phenomenon of Islamic Religious Education through the examination of various literature sources, without involving field data collection (Sugiyono, 2016). Literature review research essentially utilizes written sources as the primary material for study, obtained through reading, note-taking, and processing various references related to the research problem (Eltoukhi et al., 2025; Engkizar et al., 2025; Zed, 2018).

The data in this study are sourced from two categories: primary sources and secondary sources. Primary sources include scientific articles indexed in the Sinta, Garuda, and Google Scholar databases. Meanwhile, secondary sources include reference books and various other supporting literature related to the research topic. The literature search was conducted by limiting the publication year to between 2022 and 2026, using the keywords interactive multimedia, Islamic Religious Education, and conventional methods (Engkizar et al., 2024, 2026; Hafizah et al., 2025; Sugiyono, 2018).

Data processing in this study utilized content analysis techniques carried out in three stages (Zed, 2018). The first stage is data reduction, which involves selecting and focusing the collected data in accordance with the research objectives. The second stage is data presentation, in which the reduced data is organized systematically to facilitate further analysis. The third stage is drawing conclusions, which is based on the overall findings and patterns identified in the reviewed literature.

RESULT AND DISCUSSION

Problems with Conventional Methods in Islamic Religious Education

The teaching of Islamic religious education in educational institutions still faces various complex challenges, particularly regarding the predominant use of conventional teaching methods. The lecture-based approach continues to dominate classroom instruction, resulting in a one-sided learning process where the educator serves as the primary source of information (teacher-centered). In this context, the educator's role is to deliver the material, while students tend to be passive recipients. This situation results in minimal active student engagement in learning activities, which often manifests in behaviors such as lack of focus on the material, talking with peers, appearing tired, or engaging in activities unrelated to the lesson (Ilham, 2024).

Conversely, Islamic Religious Education is not merely focused on mastering the cognitive domain but also encompasses character building, the internalization of Islamic values, and the balanced development of students' affective and psychomotor aspects (Zahara et al., 2026). The limitations of conventional methods not only result in decreased student participation but also fail to optimally support the strengthening of 21st-century competencies, which are now an educational necessity. Currently, the conventional learning system is no longer fully relevant to the rapidly evolving dynamics of science, technology, and communication (Ilham, 2024). In line with this view, Zahara et al., (2026) assert that the lecture method has not been able to comprehensively develop students' critical thinking, communication, collaboration, and creativity skills.

In addition to low student participation, another challenge in Islamic Religious Education is the abstract nature of some of the material, which requires a deep conceptual understanding. Concepts such as creed, belief in angels, the Day of Judgment, and moral values tend to be difficult to grasp when conveyed solely through verbal communication. One-way delivery of material has the potential to hinder students in building comprehensive understanding, resulting in learning that is more focused on memorization rather than the internalization of Islamic values which is, in fact, the fundamental objective of Islamic Religious Education (Muharrani & Zaitun, 2023). This situation is further exacerbated by the limited use of diverse learning media,

given that some educators still rely on textbooks and blackboards as the primary sources of learning. Consequently, the learning process becomes less varied, leading to a decline in students' motivation and interest (Zahara et al., 2026).

Furthermore, conventional teaching methods have not yet been able to accommodate the diversity of students' learning styles. The lecture approach tends to be more effective for students with an auditory learning style, whereas students with visual or kinesthetic learning styles often face difficulties in fully grasping the material. This situation poses an even greater challenge in the digital age dominated by Generation Alpha a generation raised in a technology-rich environment characterized by visual, interactive, and multimedia-based experiences. Therefore, conventional teaching approaches are no longer sufficient when applied as the sole method in education (Khuzaini & Supratama, 2025). Nevertheless, some Islamic Religious Education teachers still face obstacles in integrating technology into the classroom, so the learning process has not yet been able to fully adapt to the characteristics of the digital generation of students (Mukarramah & Nurfahimah, 2024).

These various issues indicate that conventional teaching methods have not been able to fully meet the needs of Islamic Religious Education in the digital age. The dominance of lecture-based methods not only results in low student engagement but is also ineffective in facilitating the understanding of abstract material and strengthening 21st-century skills. This situation highlights the need to develop learning strategies that are more adaptable to technological advancements and student characteristics. In this context, interactive multimedia emerges as a medium with the potential to support the creation of more effective and meaningful Islamic Religious Education.

The Use of Interactive Multimedia in Islamic Religious Education

The use of interactive multimedia in Islamic Religious Education is one alternative that can support the creation of a more effective and engaging learning process. Interactive multimedia combines various media elements, such as text, images, audio, video, animation, and interactive features that allow students to actively engage in the learning process. Syukrina & Aprison, (2024) state that interactive multimedia is capable of creating two-way interaction between students and learning media, ensuring that the learning process is not one-sided.

These characteristics allow learning materials to be presented in a variety of more diverse and easily understandable forms. Through a combination of visual, audio, and interactive elements, interactive multimedia can accommodate diverse learner styles and help educators deliver content in a more systematic and contextual manner. Thus, the use of interactive multimedia has the potential to enhance learning effectiveness while adapting the learning process to learners' needs in the digital age (Muharrani & Zaitun, 2023).

One of the advantages of interactive multimedia is its ability to present abstract concepts through visual and audiovisual representations, enabling students to understand the material in a more concrete and systematic way. For example, the concept of belief in angels or moral values can be visualized through animations that symbolically depict the nature and duties of angels, while moral values can be conveyed through narrative videos or simulations of real-life situations. This approach helps students build a more concrete understanding of concepts that, by their very nature, cannot be directly observed, thereby enabling the internalization of values and beliefs to occur more effectively (Muharrani et al., 2024).

Interactive multimedia can also be applied to various fields of study within Islamic Religious Education. In the subject of Islamic Cultural History, educators can utilize videos, animations, and visual documentation to present key events in Islamic history. The use of visual components allows for a more systematic depiction of the chronology, background, and context of an event (Marwah et al., 2024). Meanwhile, in the subject of fiqh, interactive multimedia can be presented in the form of video

tutorials or digital simulations to explain the procedures for performing acts of worship, such as wudu, salat, *tayamum*, and other acts of worship, so that each step can be displayed sequentially and in a structured manner (Mutmainnah, 2024).

In the study of the Qur'an and Hadith, interactive multimedia can be utilized through audio recitations, Tajwid instructional videos, and digital applications. The combination of audio and visual components supports the learning of Qur'anic recitation, the introduction to the rules of Tajwid, and the understanding of the content of verses and Hadith in accordance with the established learning objectives (Daryanto et al., 2023). In its implementation, educators play a strategic role in determining the type of multimedia to be used. The selection of media must consider learning objectives, the characteristics of the material, the availability of resources, and the conditions of the students. In addition to acting as content deliverers, educators also serve as facilitators who guide the use of multimedia to align with the competencies and values sought in Islamic Religious Education. Purnomo et al., (2025) emphasize that proper management of educational multimedia is a crucial aspect in supporting the implementation of focused learning that meets students' needs.

Based on the results of a literature review, interactive multimedia has the potential to support the delivery of Islamic Religious Education material in a more varied and contextual manner. Its characteristics, which enable interaction in the learning process, make interactive multimedia relevant for use in Islamic Religious Education to adapt the learning process to technological developments and the needs of students in the digital age. Furthermore, the use of interactive multimedia can also serve as an alternative solution to the various limitations of conventional methods, particularly in enhancing student engagement and aiding understanding of abstract concepts in Islamic Religious Education.

The Impact and Challenges of Using Interactive Multimedia in Islamic Religious Education

Based on various research findings, the use of interactive multimedia in Islamic Religious Education has a positive impact on both the quality of the learning process and learning outcomes. The integration of technology into the learning process is not only used as a medium for delivering content but also plays a role in creating a learning environment that is more adaptive, participatory, and student-centered. The presence of interactive multimedia expands the variety of students' learning experiences through the integration of text, audio, animation, and interactive features that support the achievement of learning objectives.

One of the most noticeable positive impacts is the increased motivation and interest in learning among students. A more diverse presentation of material is able to capture students' attention and reduce boredom during the learning process. Rohmah & Tegeh, (2022) explain that interactive multimedia can boost learning motivation because it provides a more engaging, innovative, and student-centered learning experience. This increased motivation encourages students to participate more actively in learning activities, leading to greater engagement compared to one-way instruction.

Another positive impact frequently identified in various studies is the improvement in students' conceptual understanding and learning outcomes. The use of interactive multimedia facilitates the presentation of information through various complementary forms of representation, allowing the material to be understood more systematically. Syukrina & Aprison, (2024) state that interactive multimedia helps students understand learning concepts in a more tangible and structured way. This ease of understanding the material contributes to improved learning outcomes because students are able to link new information to prior knowledge more effectively.

In addition, the use of interactive multimedia helps increase students' active participation in the learning process. Through a variety of technology-based learning activities, students are not only encouraged to understand the material but are also

actively engaged in exploration, discussion, and evaluation. [Purnomo et al., \(2025\)](#) explain that interactive multimedia can create a more communicative and collaborative learning environment because students are actively involved in every stage of the learning process. This aligns with modern learning approaches that position students as the primary agents in the learning process.

Beyond academic benefits, the use of interactive multimedia also contributes to the development of students' digital literacy. Through various technology-based learning activities, students gain opportunities to access, process, and utilize digital information more effectively. In addition to supporting the understanding of religious material, this process also helps students develop critical thinking skills and a sense of responsibility in the use of digital information. [Firdausy & Latif, \(2026\)](#) explain that the integration of technology in learning contributes to the strengthening of 21st-century competencies, particularly digital literacy, which is increasingly needed in modern society.

Despite its positive impact, the implementation of interactive multimedia in Islamic Education still faces a number of challenges. One of the most common challenges is the limited availability of technological facilities and infrastructure. The availability of supporting devices, such as computers, projectors, and adequate internet connections, remains an issue in various educational institutions. This situation prevents the full utilization of interactive multimedia, particularly in schools facing resource constraints ([Ainah et al., 2026](#)).

Another challenge relates to educators' digital competencies. The success of interactive multimedia implementation is heavily influenced by educators' ability to select, manage, and integrate technology into the learning process. However, not all educators possess sufficient technological expertise. [Sunarya, \(2024\)](#) states that educators' technological competence is one of the key factors determining the success of technology integration in learning. Therefore, enhancing competence through training, mentoring, and continuous professional development is a need that cannot be ignored.

Beyond factors such as facilities and educator competence, other challenges that need to be considered include time constraints, costs, and the appropriate management of media use. The development of interactive multimedia requires structured planning, creativity, and adequate resource support. On the other hand, the unmanaged use of digital media has the potential to cause distractions, thereby reducing students' concentration on learning objectives. [Aulia & Toriqularif, \(2025\)](#) explain that the effectiveness of interactive multimedia depends heavily on the alignment between the media used, student characteristics, and the learning objectives to be achieved.

Findings from various studies indicate that the success of interactive multimedia is determined not only by the technology used but also by the instructional design created by educators. Interactive multimedia is essentially used as a tool to support the learning process; therefore, its effectiveness depends heavily on how well the media aligns with learning objectives, learner characteristics, and the pedagogical strategies employed. Therefore, interactive multimedia cannot be viewed as an instant solution to all learning problems, but rather as a medium that needs to be properly integrated in order to have an optimal impact on the quality of Islamic Religious Education.

CONCLUSION

Based on the results of a literature review, conventional teaching methods which still dominate Islamic Religious Education have proven unable to optimally meet the needs of students in the digital age. The dominance of the lecture-based approach has led to low student engagement, limited understanding of abstract material, and a lack of comprehensive support for the development of 21st-century skills. Interactive multimedia emerges as a relevant and innovative alternative to

address these limitations. Through the integration of text, audio, video, animation, and interactive features, interactive multimedia can enhance learning motivation, strengthen conceptual understanding, encourage active participation, and develop students' digital literacy. It can be applied across various fields of Islamic Religious Education, including Aqidah Akhlak, Fiqh, History and Culture of Islam, and the Qur'an and Hadith, by adapting to the characteristics of the material and the needs of the students.

Nevertheless, the implementation of interactive multimedia still faces a number of significant challenges, including limited technological resources, low digital literacy among some educators, and uneven institutional support across various educational institutions. These challenges require serious attention so that the potential of interactive multimedia can be fully realized. Thus, the success of interactive multimedia implementation is not solely determined by technological sophistication but also by educators' readiness, the availability of facilities, and the appropriateness of instructional design. Therefore, continuous improvement of educators' digital competencies and adequate institutional policy support are required. Further research is recommended to empirically examine the implementation of interactive multimedia in educational institutions to produce more contextual and measurable findings.

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