**OPTIMIZATION OF DIGITAL LEARNING MEDIA FOR ISLAMIC EDUCATION: INCREASING STUDENTS' INTEREST IN LEARNING**

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***Abstrak***

*Penelitian ini bertujuan untuk mendeskripsikan optimalisasi media pembelajaran digital dalam Pendidikan Agama Islam guna meningkatkan minat belajar siswa di SMAN 3 Boyolali. Seiring dengan perkembangan teknologi, pemanfaatan media digital menjadi strategi yang semakin relevan untuk menciptakan pembelajaran yang lebih interaktif dan menarik. Metode yang digunakan adalah penelitian kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan media digital seperti Canva, Video, Google Classroom, Google Drive, Quizizz, dan ClassPoint berkontribusi terhadap peningkatan minat belajar siswa berdasarkan empat indikator utama: perasaan senang, ketertarikan, perhatian, dan keterlibatan. Canva dan Video terbukti lebih efektif dalam meningkatkan ketertarikan dan pemahaman siswa melalui tampilan visual yang menarik, sedangkan Quizizz dan ClassPoint mendorong keterlibatan aktif siswa melalui elemen gamifikasi. Google Classroom dan Google Drive berfungsi sebagai sarana distribusi materi dan pengelolaan tugas, meskipun memiliki keterbatasan dalam aspek interaktivitas. Optimalisasi media digital dalam pembelajaran Pendidikan Agama Islam tidak hanya berkontribusi terhadap peningkatan minat belajar, tetapi juga mendorong terciptanya pembelajaran yang lebih dinamis dan sesuai dengan kebutuhan siswa di era digital. Oleh karena itu, guru perlu meningkatkan keterampilan dalam pemanfaatan media digital melalui pelatihan berkelanjutan, sekolah diharapkan memperkuat infrastruktur teknologi, serta penelitian lebih lanjut dengan metode kuantitatif diperlukan untuk mengukur dampak penggunaan media digital terhadap hasil belajar siswa lsecara lebih terukur.*

***Kata Kunci:*** *Media Pembelajaran Digital; Minat Belajar, Pembelajaran Berteknologi Tinggi; Pendidikan Agama Islam.*

**Abstract**

This study aims to describe the optimization of digital learning media in Islamic Education to increase students' interest in learning at SMAN 3 Boyolali. Along with the development of technology, digital media has become an increasingly relevant strategy to create more interactive and engaging learning. The method used is descriptive qualitative research with data collection techniques through interviews, observations, and documentation. The study results show that using digital media such as Canva, Video, Google Classroom, Google Drive, Quizizz, and ClassPoint increases students' interest in learning based on four primary indicators: feelings of pleasure, interest, attention, and engagement. Canva and Video have proven more effective in increasing students' interest and understanding through attractive visual displays, while Quizizz and ClassPoint encourage active student engagement through gamification elements. Google Classroom and Google Drive function as a means of distributing materials and managing assignments, although they have limitations in terms of interactivity. Optimizing digital media in Islamic Education learning contributes to increasing interest in learning and encourages creating more dynamic learning to meet students' needs in the digital era. Therefore, teachers need to improve their skills in utilizing digital media through ongoing training. Schools are expected to strengthen their technological infrastructure, and further research using quantitative methods is required to measure the impact of digital media use on student learning outcomes in a more measurable manner.

**Keywords:** Digital Learning Media; Islamic Education; Learning Interest; Technology-Enhanced Learning.

**INTRODUCTION**

Education plays a crucial role in shaping an individual's character and intelligence. Through education, a person's potential can be developed optimally to prepare themselves to face various global challenges. This includes mastering relevant knowledge, skills, and attitudes (Alpian et al., 2019). The learning process involving interaction between students, teachers, and other learning resources is a key element in supporting an effective education process.

One of the important factors that contribute to the success of learning is the use of appropriate and effective media (Husein, 2020). Because, media are various tools and sources used to convey information from one party to another, for example, teachers to students. Thus, media can stimulate students' thoughts, feelings, attention, and interests effectively (Chusniatun et al., 2018). The importance of using media in learning cannot be underestimated, especially in increasing students' interest in learning. Media can help students understand the material better because it can change abstract concepts into more concrete and easy to understand (Nurfadhillah & Dasar, 2021).

Learning interest is an internal driving force that drives individuals to understand and explore something based on their needs in learning (Junfeng, 2024). This interest is reflected in feelings of pleasure and interest that arise during the learning process, which encourages students to participate actively and stay focused. With a high interest in learning, students are more motivated to perform better, thus impacting learning success and attaining educational goals (Putri et al., 2022).

According to Agustin, technological advances are developing rapidly without us realizing it and have brought significant changes to various aspects of life, including in the world of education (Ilahi et al., 2024). The use of digital media in schools continues to increase, driven by the need to create a more interactive and engaging learning atmosphere for students. According to the latest survey from the (Indonesian Internet Service Providers Association, 2024), it was recorded that of the total population of Indonesia of 278,696,200 people, 221,563,479 people, or around 79.50% have used the Internet, including students and teachers, who actively utilize digital technology in everyday life. This figure shows an excellent opportunity for educational institutions to integrate digital media into learning, including in Islamic Education subjects.

Islamic Education is a compulsory subject designed in the curriculum policy. At various levels of education, Islamic Education includes the Qur'an, Hadith, Aqidah Akhlaq, Fiqh, and History of Islamic Culture. The Islamic Education curriculum aims to increase faith and piety and build noble morals in students. In addition, students are expected to understand and appreciate practicing Islamic teachings (Susanti et al., 2024).

Afiyah emphasized that Islamic Education has a strategic position in forming students' character, especially regarding morality and religiosity (Efendy & Irmwaddah, 2022). Thus, using digital media in Islamic Religious Education learning can help students access learning resources independently, such as learning videos, interactive quizzes, and online discussion platforms. In addition to enriching religious insight, digital media makes learning more engaging and interactive.

However, Islamic Education learning in various schools, including public schools, is still dominated by conventional methods such as lectures and memorization. This method is considered less effective because it often fails to attract students' interest and does not encourage their active participation. Conventional approaches do not provide enough space for students to think critically and apply religious values ​​in everyday life (Ananta & Anwar, 2024).

Constructivist Theory emphasizes that learning occurs optimally when students actively build their understanding through interaction with the surrounding environment, including available aids. In digital learning, interactive media provides opportunities for students to explore abstract concepts in a more concrete and easy-to-understand way (Nora, 2024). Thus, using digital media in Islamic Education helps students understand the material more deeply and increases their interest in learning because the learning process becomes more interesting and dynamic following technological developments.

Various studies have shown that the use of digital media has a positive impact on increasing students' interest in learning. For example, research (Dewi & Korompis, 2023) revealed that using digital media in the classroom encourages students' learning motivation and significantly increases their interest. In another study by (Rahim et al., 2023), it was explained that using digital media can create a more active classroom atmosphere. This makes learning far from monotonous and boring. Using media such as PowerPoint slides, videos, and other interactive materials makes the material presented more interesting so that students remain focused during learning and do not quickly lose attention.

Applying digital media in learning also helps create more intense interactions between students and the subject matter. Learning becomes more varied and allows students to be more involved and interested in every stage of the learning process. In Islamic Education learning, research by (Safrianto et al., 2023) shows that interactive multimedia-based technology can improve students' understanding while fostering their interest and motivation. Digital media, such as interactive multimedia based on videos, images, and animations, managed to attract the attention of 85% of students following the lesson.

Thus, in this digital era, optimizing digital media is essential in increasing learning effectiveness, including in Islamic Education. Media such as Canva, Quizizz, ClassPoint, Google Drive, and Google Classroom can present materials interactively, thereby increasing students' interest in learning. Although many studies have examined the benefits of digital media in learning, only a few studies have specifically highlighted the integration of various digital media in Islamic Education learning in public schools. This study seeks to fill this gap by exploring using digital media: Canva, Quizizz, Classpoint, Google Drive, and Google Classroom at SMAN 3 Boyolali.

This study aims to describe how to optimize digital learning media for Islamic Education: increasing students' interest in learning at SMAN 3 Boyolali. This study is expected to provide deeper insight into the effectiveness of digital media in Islamic Education learning and become the basis for more interesting and interactive learning innovations in the digital era.

**METHOD**

The research approach is descriptive qualitative, which aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups (Sukmadinata, 2015). This research was conducted through a field study at SMAN 3 Boyolali. Data were collected using interviews, observations, and documentation.

The interview method in this study involves direct interaction between researchers and participants to explore their views and experiences, involving two Islamic Education teachers and five grade XII students of SMAN 3 Boyolali. In determining the subjects of this study, the researcher used a purposive sampling technique by selecting and sorting subjects that met the predetermined criteria, namely Islamic Education teachers who actively use digital learning media in learning.

Observations were conducted by direct observation of participants and the learning context, especially in the 12th-grade Islamic Education class; in this case, the researcher took three classes to observe and understand behavior and social interactions. Meanwhile, documentation refers to collecting data from documents or archives relevant to the studied phenomenon (Ardiansyah et al., 2023). In this case, it is in the form of learning recordings, photos, student work using digital media, and digital learning materials used by teachers (Sugiyono, 2019). The following is an explanation of the instruments and indicators of interviews, observations, and documentation in this study in Table 1.

Table 1. Interview instruments, observations, and documentation of increasing student learning interest in Islamic Education at SMAN 3 Boyolali

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| **Instrument Type** | **Description** | **Objective** | **Indicator** |
| Interview | Interviews were conducted with Islamic Education teachers and grade XII students. Questions covered using digital media such as Canva, Video, Quizizz, Google Classroom, Google Drive, and ClassPoint in Islamic Education learning. | Obtaining information about experiences, views, and the impact of digital media on students' learning interests. | 1. Feeling of Pleasure: Comfort and enjoyment when using digital media.
2. Interest: Students' enthusiasm for digital-based learning materials.
3. Attention: Student focus during learning.
4. Engagement: Students actively participate in learning activities.
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| Observation | During the learning process in the classroom, observations were made to see how teachers and students use digital media directly. This observation was repeated in classes XII 2, XII 5, and XII 9. | Obtaining factual data regarding digital media usage practices and student responses in the learning process. | 1. Happy Feelings: Students' positive expressions during learning.
2. Interest: Students' willingness to participate in learning activities.
3. Attention: Students focus on the teacher's explanation.
4. Engagement: Student interaction with digital media and participation in learning activities.
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| Documentation | Documentation includes photos of learning activities, student work using digital media, and digital learning materials used by teachers. | Supporting interview and observation data and strengthening evidence regarding the use of digital media in learning. | 1. Feelings of Joy: Students' expressions in activity photos.
2. Interest: Student work using digital media.
3. Attention: Digital learning materials used by teachers.
4. Engagement: Student participation in creating learning media.
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Data validity testing was conducted through triangulation of sources, techniques, and time. Source triangulation ensures data validity by comparing information from participants, namely two Islamic Education teachers and five grade XII students of SMAN 3 Boyolali. In this study, source triangulation was applied by comparing the results of interviews with Islamic Education teachers with student interviews to see the conformity of views on optimizing digital learning media. Information from teachers was also compared with documentation data.

Technical triangulation is done by examining data through various methods such as interviews, observations, and documentation. Interview data is verified with observation results regarding how teachers use digital learning media in the classroom and is reinforced with documentation in the form of learning implementation notes or media used, such as Canva, Quizizz, Google Classroom, Google Drive, ClassPoint, and Learning Videos. This technical triangulation strengthens the validity of the data because it compares information from various methods to get a more comprehensive picture.

Time triangulation is applied by collecting data at different times, such as interviews conducted on several occasions and observations conducted in more than one learning session. This ensures data consistency in varying situations and conditions (Sugiyono, 2019). Time triangulation allows researchers to see whether the information obtained remains consistent under different conditions.

Data analysis uses the Miles and Huberman model, which consists of several stages: data reduction, data presentation, analysis, concluding, and verification (Pahleviannur et al., 2022). In this study, the analysis stages are applied concretely as follows:

First, Data Reduction: Researchers simplify data from interviews, observations, and documentation. For example, information on using various digital media such as Canva, Quizizz, Google Classroom, Google Drive, Video, and ClassPoint is selected based on its relevance to increasing student interest. Less relevant or repetitive data is removed.

Second, Data Presentation: The reduced data is presented as a descriptive narrative describing how digital media is used in learning. For example, Canva is used to create presentation materials, Video is used to deliver lesson materials more visually and attractively, Quizizz is used for interactive evaluations, Google Classroom is used for collecting assignments, Google Drive is used for sharing documents, and ClassPoint is used to increase engagement during presentations. Third, Analysis: Researchers identify patterns from the data that has been presented. For example, patterns show that interactive media such as Quizizz and ClassPoint increase student participation, while collaboration-based media such as Google Classroom and Google Drive help students be more organized in managing assignments. This analysis provides an overview of the relationship between the use of digital media and student learning interest in learning.

Fourth, Conclusion Drawing and Verification: Conclusions are drawn based on the identified patterns. This conclusion is verified again with triangulation to ensure the findings are based on the data obtained. This verification ensures that the conclusions drawn truly represent the phenomenon being studied and are not subjective.

This analysis stage describes how the data that has been obtained is processed systematically to answer the research focus on optimizing digital learning media for Islamic Education in increasing students' interest in learning at SMAN 3 Boyolali.

**RESULTS AND DISCUSSION**

In this discussion, various media used by Islamic Education teachers at SMAN 3 Boyolali, such as Canva, Video, Google Classroom, Google Drive, Quizizz, and Claspoint, are analyzed based on their ability to create engaging learning experiences. According to Safari, these media support four indicators of learning interest: feelings of pleasure, interest, attention, and engagement. Feelings of pleasure refer to feelings of joy or liking for a learning activity. When students feel happy, they will follow the learning enthusiastically without coercion. A pleasant learning atmosphere can also encourage students to be more active in the learning process. Interest is a drive or attraction that makes students interested in learning about objects, such as people, objects, or specific activities. Engaging experiences, challenges, or innovations in learning usually trigger this interest. Learning media that provide challenges or novelty can increase student interest.

The next indicator is attention, namely the ability of students to focus on learning materials or tasks given. Students who are interested in a particular object will automatically pay more attention. Activities requiring concentration or direct response usually maintain students' attention during learning. Finally, engagement includes students' active participation in physical, mental, and social learning activities. Involved students will feel interested and happy to complete the tasks given. This engagement also requires interaction with friends or teachers, thus encouraging good communication and collaboration (Budiawan, 2014).

Various digital media used in learning have characteristics and advantages that support creating student learning interests. The following is an explanation of each digital learning media about student learning interests used by Islamic Education teachers at SMAN 3 Boyolali:

**First, Canva Media in Learning**

Canva is an online graphic design platform that allows teachers and students to create various types of visuals, such as posters, infographics, presentations, etc., thus supporting the presentation of more interactive and visual materials (Handayani Parinduri, 2023). Canva facilitates the learning process by providing templates that save time and improve the quality of presentations, both in virtual and printed formats (Miranda & Enciso, 2023). At SMAN 3 Boyolali, Canva has been utilized in Islamic Education learning to present materials more visually and attractively, helping students understand abstract concepts, including Islamic moral values.

Canva media in discussion with learning interest indicators, as follows: (1) Feelings of Joy. The attractive and colorful visual appearance of Canva has become a favorite learning media at SMAN 3 Boyolali. Islamic Education teachers use Canva to create learning materials such as PowerPoint presentations and infographics. In interviews, students revealed that they prefer to learn with Canva because the materials presented are more aesthetic and not dull. One student stated,

*"Belajar menggunakan Canva sangat menyenangkan karena tampilannya yang menarik, sehingga materi lebih mudah dipahami dan diingat."* (Interview with students of SMAN 3 Boyolali)

This is in line with the Dual Coding theory in research by Haza Kurnia Dinantika, which states that combining visual and verbal representations can improve information processing in the brain, creating a more enjoyable learning experience (Dinantika, 2021). (2) Interest. Students' interest in learning Islamic Education increases when they receive material in an engaging and non-monotonous visual format. One student said,

*"Lebih tertarik dan lebih termotivasi untuk belajar karena tidak terlalu monoton, kalau lihat di buku itu kan tulisan semua. Kalau lewat media digital itu kan lebih banyak gambarnya jadi lebih nggak bikin mudah ngantuk."* (Interview with students of SMAN 3 Boyolali)

This finding is to Safari's opinion that student interest can be stimulated by interactive learning media relevant to their needs. In addition, the research results by (Restu Kurnia & Titin Sunaryati, 2023) also stated that the design of the Canva application could increase student interest in the learning process through the presentation of varied teaching materials. This shows that digital media such as Canva can increase students' interest in learning by presenting information in a form that is easier to understand and more enjoyable to them. (3) Attention. Canva’s simple yet colorful visual design helps students focus more on the core of the material. In an interview, a student revealed that the presentations created by the teacher with Canva were easier to understand because they only contained important points without too much text:

*"Materi PowerPoint dari Canva sudah lengkap dan tidak bertele-tele, langsung ke dalam poinnya. Dan untuk canva yang buat Pak Saiful pun, tidak terlalu monoton tetapi juga tidak terlalu cerah, seperti udah pas, minimalis kalau menurut saya itu."* (Interview with students of SMAN 3 Boyolali)

This proves that Canva can maintain students' attention during learning. Students' more significant attention to the material also reflects the effectiveness of this media in helping students understand concepts more efficiently. This finding aligns with Mayer and Moreno's research, which shows that combining text and animation in learning increases students' attention and understanding compared to using text alone. Visual media in multimedia can attract attention and make learning more effective than conventional methods (Budi Santoso & Ginting, 2023). (4) Engagement. Assignments involving creating materials with Canva actively increase student engagement. In observations, students looked enthusiastic; most completed the tasks before the deadline. Some students who submitted their assignments late had done them but forgot to submit them. In addition, they also discussed with friends to improve their designs, indicating strong collaboration. One teacher stated,

*"Mereka diberikan kesempatan untuk terlibat membuat semacam infografis dari Canva sehingga tambah aktif untuk penggunaan media itu dan mencari kelompoknya masing-masing untuk berkreasi."* (Interview with Islamic Education teacher of SMAN 3 Boyolali)

This activity supports Safari's opinion that student engagement includes integrated physical, mental, and emotional activities. Physical activity is seen in students' interactions with digital devices as they edit and compose designs and move around to discuss with friends. Mentally, they understand the material, sort relevant information, and think critically to create compelling designs. From an emotional perspective, students show enthusiasm when creating, confidence in their work, and satisfaction after completing the task. This active student involvement shows that Canva increases student participation and strengthens the ability to work together and be creative in the learning process.

Based on the four indicators of learning interest, the discussion has proven that Canva can increase students' interest in learning Islamic Education at SMAN 3 Boyolali. Canva provides a more enjoyable learning experience with an attractive visual appearance, increases student interest through a more dynamic presentation of materials, helps students focus more concisely, and increases student involvement through creative activities in creating learning materials. This is to research conducted by (Nurpiani et al., 2024), which states that the use of the Canva application can increase students' interest in the learning process so that students have a strong desire for the learning process, which can make it easier for teachers to use technology and creativity in the learning process.

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| Figure 1. Use of Canva in Islamic Education Learning at SMAN 3 Boyolali |

**Second, Video Media in Learning**

Videos often illustrate dynamic relationships that are difficult to explain through text. In this context, videos can help learners build an accurate mental representation of a concept that is difficult to visualize (Danzglock & Hänze, 2024). Video media is an audio-visual learning tool that can attract students' attention and improve their understanding of the subject. As stated (Jennah, 2020), video media is designed to convey information in an interesting way to attract learners' attention. An interview with an Islamic Education teacher stated that video media is often used to explain various topics, such as Islamic history, moral values, and other materials. He stated,

*"Saya menggunakan video dari berbagai sumber seperti YouTube, Instagram, dan TikTok. Tetapi sekarang lebih sering dari Instagram atau TikTok. Video yang saya pilih biasanya relevan dengan kehidupan sehari-hari siswa, sehingga mereka lebih mudah memahami materi."*(Interview with Islamic Education teacher of SMAN 3 Boyolali)

The use of video media from popular platforms among students shows that teachers consciously choose strategies that are not only informative but also able to attract students' attention. Using videos from social media provides a connection between students' digital experiences and formal learning in the classroom. By using platforms frequently accessed by students, teachers present materials more contextually and build student engagement in the learning process.

Video media in the discussion with learning interest indicators, as follows: (1) Feelings of Joy. Video media can create a fun learning atmosphere for students. Based on interviews, students stated that learning using videos in Islamic Religious Education learning makes them more enthusiastic. One student said:

*"Video pembelajaran sangat membantu saya dalam memahami materi, jadi lebih mudah menangkap isi pelajaran dibandingkan hanya mendengarkan penjelasan. Kadang kalau hanya ceramah saja, saya mudah bosan dan sulit mengingat detailnya."* (Interview with students of SMAN 3 Boyolali)

The teacher also said that the videos used to support learning materials are often taken from YouTube, Instagram, or TikTok platforms. Using videos from social media adds to the appeal because students feel closer to their daily lives. Thus, the learning atmosphere becomes more lively and enjoyable, therefore encouraging students to be more active in participating in learning. (2) Interest. Students’ interest increases when the videos shown are relevant to their daily lives and in line with the subject. The teacher said,

*"Kadang ada video yang memang update, seperti video motivasi atau video sejarah yang kita selipkan di materi. Misalnya ini yang lagi rame apa atau misalnya ketika membahas sejarah Islam, saya menggunakan perjalanan ke situs bersejarah melalui video, sehingga siswa bisa melihat langsung visualnya tempat tersebut."* (Interview with Islamic Education teacher of SMAN 3 Boyolali)

Observations show that students are interested when the videos accurately visualize the concepts taught. By presenting actual and interesting videos, students can more easily understand the material and be interested in learning more. (3) Attention. Video media keeps students' attention by presenting dynamic visual and audio material. The teacher said:

*"Video sangat membantu siswa memahami materi yang sulit dijelaskan melalui teks. Misalnya, untuk bacaan tajwid yang benar, saya menampilkan video bacaan secara baik dan benar olej seorang qori’, itu kan lebih mengena daripada hanya kita sendiri. Selain itu biasanya saya menyajikan yang video-video pendek karena kalau terlalu panjang mereka bisa cepat bosan juga."* (Interview with Islamic Education teacher of SMAN 3 Boyolali)

The observation showed that students paid more attention to explanations through videos than lecture methods. Dynamic visual and audio displays helped maintain their focus on the material being presented. In addition, the teacher's selection of short videos seemed effective because the short duration prevented boredom and kept students focused on learning. (4) Engagement. Video media is used as passive teaching materials and involves students actively. The teacher stated:

*"Saya sudah mengugaskan siswa membuat video sejak beberapa tahun lalu, biasanya sesuai dengan materi atau praktek dakwah. Mereka diberikan kebebasan untuk berkreasi."* (Interview with Islamic Education teacher of SMAN 3 Boyolali)

Students understand the material through video making and practice creativity, collaboration, and communication skills. Observations show that after watching the video, the teacher gives trigger questions to encourage student discussion and reflection. In this way, students are spectators and play an active role in learning. Video media has been proven to increase interest in learning Islamic Education for students at SMAN 3 Boyolali by creating a fun learning atmosphere, attracting attention, and increasing student engagement by presenting visual, contextual, and interactive materials. This aligns with research (Fatriyansyah & Saputro, 2023), which shows that learning with videos gets a positive response. The new experiences students gain arouse curiosity and joy, encouraging them to be more active and involved in learning. This is a positive factor in increasing students' interest in learning.

In Islamic Education, research (Rachmawati & Kusmiyati, 2023) also shows a greater interest in learning compared to learning before using videos. Video-based learning has increased significantly. This indicates that using interactive video-based learning multimedia helps students learn more actively.

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| Figure 2. Use of Video in Islamic Education Learning at SMAN 3 Boyolali |

**Thirth, Google Classroom and Google Drive in Learning**

Google Classroom is a free web service from Google that facilitates teachers and students in the distance learning process. This application allows teachers to create, distribute, and assess assignments without meeting face-to-face (Septiani, 2022). As a learning platform, Google Classroom has the following features: Assignment: Makes it easier for teachers to give and manage assignments to students; Grading: Allows direct assessment of assignments within the platform; Communication: Provides space for communication between teachers and students through comments or announcements; Time-Cost: Reduces the need for paper and physical face-to-face, making it more efficient; Archive Course: Allows archiving of completed classes for future reference; Mobile Application: Supports use on mobile devices for easy access anytime and anywhere; Privacy: Ensures the security of user data with adequate privacy setting features (Rizkianti, 2022).

Google Drive is one of Google's applications for storing data and information online. It allows storage space to be saved on physical devices such as flash drives, hard drives, and the like. In addition, Google Drive can reduce spending on purchasing physical storage devices. Using Google Drive makes data more secure and can be accessed anytime and anywhere (Ikhsan et al., 2022).

Google Classroom and Google Drive in discussion with learning interest indicators, as follows: (a) Feelings of Joy. The feeling of happiness is the leading indicator that shows students' interest in learning. Using digital learning media such as Google Classroom provides easy access to materials and assignments. One student stated,

*“Google Classroom sangat memudahkan dalam mengakses materi dan tugas. Saya bisa belajar kapan saja tanpa takut ketinggalan informasi.”* (Interview with students of SMAN 3 Boyolali)

This ease of access makes students feel more comfortable managing their learning. In addition, the notification feature on Google Classroom helps students be more organized by letting them know the schedule of assignments and announcements from teachers so that they do not feel burdened by irregularities in the learning process. Thus, Google Classroom can create a learning environment that supports feelings of joy, ultimately strengthening students' interest in learning. (b) Interest. Innovation in delivering materials and engaging learning experiences can trigger interest in learning. Google Classroom and Google Drive allow students to access materials and submit assignments anytime and anywhere. In an interview, a student said:

*“Google Classroom membantu saya dalam mengakses materi dan tugas secara langsung, kalau Google Drive memudahkan saya untuk menyimpan dan berbagi file tugas dengan teman maupun guru.”* (Interview with students of SMAN 3 Boyolali)

The combination of these two platforms increases student interest because it provides efficiency in learning, such as when students save assignments in Google Drive and share them via Google Classroom to be assessed by teachers. (c) Attention. Attention in learning relates to students' ability to focus on the material or task. Google Classroom supports students' attention through a clear and organized learning structure. In previous interviews, students explained that Google Classroom is very helpful in learning because all materials are stored neatly and easily accessible at any time; in addition, students also stated,

*“Tampilan Google Classroom itu terstruktur dan fitur pengelompokan materi yang dibuat sama pak guru membantu saya lebih fokus dalam memahami pelajaran PAI.”* (Interview with students of SMAN 3 Boyolali)

With the grouping of materials and notification features, students can be more focused on completing assignments without being distracted by the disorganization of information. Google Drive also supports student attention by providing a neat storage place, as conveyed by a student,

*"Google Drive memudahkan saya dalam menyimpan file tanpa takut hilang termasuk file tugas."* (Interview with students of SMAN 3 Boyolali)

This shows that organized digital media can increase students' attention during learning. (d) Engagement. Student engagement reflects active participation in the learning process. Google Classroom allows students to be more active in submitting assignments digitally. In an interview, a student stated,

*“Melalui Google Classroom, lebih to the point. Kalau mengumpulkan buku, harus diperiksa satu per satu. Lewat Google Classroom, guru bisa lebih cepat melihat siapa yang sudah mengumpulkan.”* (Interview with students of SMAN 3 Boyolali)

In addition, Google Drive allows students to share files and collect assignments in a more efficient digital format. Teachers can also monitor assignment collections directly and provide feedback quickly. This shows that using digital media such as Google Classroom and Google Drive can increase student engagement in the learning process, both individually, as shown through independent assignment submission and interaction with teachers through comments or assignment features. With easy access and a structured system, students are more encouraged to actively participate in learning to increase their interest in learning.

From the analysis above, Google Classroom media has been proven to increase students' interest in learning Islamic Education at SMAN 3 Boyolali through easy access to materials, regularity of information, and interactive communication. This is by the results of a survey conducted by (Arum & Bhakti, 2020) showing that most students responded positively to this learning media. Students feel helped because they can learn anywhere and anytime. In addition, Google Classroom can be accessed via various devices, such as computers, laptops, tablets, and smartphones.

In addition, Google Drive media has also been proven to increase students' interest in learning Islamic Education at SMAN 3 Boyolali by helping to store and share assignment files practically and safely. Research (Salsabila et al., 2023) shows that although it does not explicitly highlight the aspect of learning interest, Google Drive plays a role in increasing students' activeness and creativity in learning, thus creating a fun and engaging learning environment.

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| Figure 3. Use of Classroom in Islamic Education Learning at SMAN 3 Boyolali |

**Fourth, Quizizz in Learning**

Quizizz is a game-based learning platform that allows teachers to create interactive quizzes. Features such as avatars, music, leaderboards, and live scoring make Quizizz an engaging medium for students (Sari & Romelah, 2022). Islamic Education teachers at SMAN 3 Boyolali use Quizizz for real-time material evaluation, which can increase students' enthusiasm and interest in learning.

Quizizz in discussion with learning interest indicators, as follows: (a) Feelings of Joy. Using Quizizz in learning creates a fun learning atmosphere through gamification elements. Features such as avatars, points, leaderboards, and memes create a healthy competitive atmosphere. Based on the interview results, a student stated,

*“Belajar pakai Quizizz seru, karena seperti ada unsur game-nya. Saya jadi lebih semangat dan termotivasi karena bisa melihat skor dan bersaing dengan teman-teman.”* (Interview with students of SMAN 3 Boyolali)

Observations also showed that students appeared enthusiastic when using Quizizz. Students enjoyed working on questions through their respective devices while occasionally glancing at the class screen that displayed the rankings directly. Competition between students was cheerful, accompanied by light laughter when their rankings went up or down. This condition shows that students are not only trying to solve the questions but also feel challenged to occupy the top ranking in a fun way. This finding is in line with the opinion of (Pitoyo et al., 2020), which states that gamification in learning can increase motivation and a positive learning atmosphere. In addition, Safari's theory states that a pleasant learning atmosphere will encourage students' enthusiasm for participating in learning. (b) Interest. The competition features in Quizizz, such as timers and live assessments, make students more interested in mastering the material. Based on the interview results, a student stated,

*“Saya sangat tertarik dengan aplikasi Quizizz karena dapat memberikan latihan soal-soal yang nantinya digunakan dalam ujian.”* (Interview with students of SMAN 3 Boyolali)

Observations showed that students were curious when the teacher explained that they would take a quiz using Quizizz. Students actively asked questions about the material to be tested and looked for additional information from the internet or textbooks. This preparation shows that Quizizz can provide challenges that stimulate students' interest, not only because of the game features but also because students feel helped in understanding the material to be tested. This supports Safari's theory that learning challenges can increase student interest. (b) Attention. The timer on Quizizz helps students keep trying to answer questions quickly. Based on observations, students tried to understand the questions to finish the quiz on time and get a high score. Students looked enthusiastic when working on the questions through their respective devices, occasionally throwing jokes when their rankings changed on the class screen. Before the quiz started, students were also seen reading books and paying more attention to the teacher's explanation, indicating that Quizizz encourages students to pay more attention to the learning material. This shows that students continue to pay attention to the questions given while enjoying the competitive atmosphere created. This finding is based on Safari's theory, which states that activities that require direct responses can maintain students' attention during the learning process.

(c) Engagement. Students were actively involved during the Quizizz session in answering questions individually. Based on observations, students looked enthusiastic and tried to answer questions as best they could. Interaction between students was also seen when they discussed their rankings and encouraged each other. Using Quizizz urged students to be more independent in understanding the material. In addition, students who obtained high scores looked happy and proudly showed their results to their friends, which showed social participation. This finding supports Safari's theory that engagement in learning includes active participation physically, mentally, and socially.

Based on these four indicators of learning interest, Quizizz is proven to be able to increase students' interest in learning Islamic Education at SMAN 3 Boyolali through interesting gamification elements. Quizizz is an evaluation tool that creates a fun, challenging, and interactive learning atmosphere. Research conducted by (Yanti & Dewi, 2024) states that applying Quizizz media learning media in Islamic Education subjects can increase students' interest in learning.

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| Figure 4. Use of Quizizz in Islamic Education Learning at SMAN 3 Boyolali |

**Fifth, ClassPoint in Learning**

ClassPoint is one of the digital media used by Islamic Education teachers at SMAN 3 Boyolali to increase interactivity in learning. This application is integrated with Microsoft PowerPoint and provides various quiz features that make learning more interesting and dynamic. ClassPoint supports multiple questions, such as multiple-choice, short answer, word cloud, drawing on slides, and competition mode. With color, images, animation, and audio elements, ClassPoint makes the evaluation process more engaging and interactive (Kurniawan & Ika Yatri, 2022).

ClassPoint in discussion with learning interest indicators, as follows: (a) Feelings of Joy. The feeling of happiness is one of the critical indicators of interest in digital learning because a pleasant atmosphere can create intrinsic motivation for students to be more active in the learning process. Using ClassPoint in Islamic Education learning at SMAN 3 Boyolali creates a more pleasant learning atmosphere. In an interview, one of the students stated:

*"ClassPoint itu dengan fitur kuis langsung dan sistem poin membuat saya lebih termotivasi untuk aktif dan menikmati proses pembelajaran."* (Interview with students of SMAN 3 Boyolali)

This statement shows that ClassPoint provides an interactive and non-monotonous learning experience. A pleasant learning atmosphere can increase students' intrinsic motivation and strengthen their interest in learning. This is following Safari's theory, which states that a positive learning atmosphere can strengthen students' motivation and interest in learning. (b) Interest. Based on observations, students showed more attention when teachers used ClassPoint. Features that require direct responses from students make them more focused on learning. Students' attention increases when they are involved in activities that require concentration and direct responses. With the real-time quiz feature, students feel challenged to understand the material and answer questions correctly. Safari's theory also explains that student's attention can be maintained through activities that involve active responses and direct interaction.

(c) Attention. The timer on Quizizz helps students keep trying to answer questions quickly. Based on observations, students seemed to be trying to understand the questions to finish the quiz on time and get a high score. Students looked enthusiastic when working on the questions through their respective devices, occasionally throwing jokes when their rankings changed on the class screen. Before the quiz started, students were also seen reading books and paying more attention to the teacher's explanation, indicating that Quizizz encourages students to pay more attention to the learning material. This shows that students continue to pay attention to the questions given while enjoying the competitive atmosphere created. This finding is based on Safari's theory, which states that activities that require direct responses can maintain students' attention during the learning process. (d) Engagement. Observations show that the use of ClassPoint can increase student engagement in learning. Students are active individually and involved in group discussions after the quiz, where they discuss the answers and evaluate the results obtained. The student's statement above also confirms that the interactive features of ClassPoint support more dynamic and engaging learning. Student engagement includes physical, mental, and social aspects. The physical element is seen in student activities when answering quizzes directly through digital devices. The mental aspect is reflected in students' efforts to understand the material before responding correctly.

Meanwhile, the social element appears when students discuss the correct answer with classmates, thus strengthening social interaction in learning. ClassPoint encourages students to participate actively, individually and in groups, thus strengthening social interaction in the classroom. Safari's theory emphasizes that student engagement in learning involves physical, mental, and social aspects, all contributing to increased interest in learning.

Classpoint media has been proven to increase the learning interest of Islamic Education students at SMAN 3 Boyolali based on the four indicators analyzed by creating an interactive, competitive learning atmosphere and actively involving students. Research (Noviyensy, 2024) explains that students who use Classpoint-based PowerPoint learning media are effective in increasing their learning interest.

The findings in this study on digital learning media, namely Canva, Video, Google Classroom, Google Drive, Quizizz, and ClassPoint above, can increase students' interest in learning Islamic Education in line with the constructivism theory put forward by (Nora, 2024), which states that technology-based learning helps students build deeper understanding through active interaction with learning media. In this study, the optimization of digital learning media in Islamic Education at SMAN 3 Boyolali increases students' interest in learning because the presentation of more interactive and varied materials makes learning feel more interesting and not monotonous. When students feel interested in how the material is delivered, they are more focused, enjoy the learning process, and are encouraged to be more active in exploring the material, ultimately strengthening their interest in learning.

However, of all the digital learning media used in Islamic Education learning at SMAN 3 Boyolali, namely Canva, video, Google Classroom, Google Drive, Quizizz, and ClassPoint, students are more inclined and more interested in using Canva and video as the leading media in learning. This can be seen from the interview results, which showed that students felt that Canva helped them understand the material more quickly because the appearance was creative and not boring. As expressed by one of the students,

*"Canva membuat materi lebih mudah dipahami karena tampilannya kreatif dan tidak membosankan, sedangkan video membantu saya menangkap isi pelajaran dengan lebih jelas melalui gambar bergerak dan suara."* (Interview with students of SMAN 3 Boyolali)

In addition, video-based media is also the primary choice because it provides a combination of images, sound, and animation that supports understanding of the material, as conveyed by other students,

*"Media digital yang paling membantu saya itu video pembelajaran karena memberikan kombinasi gambar, suara, dan animasi yang mempermudah pemahaman materi. Selain itu, video juga dapat diputar ulang jika ada bagian yang kurang dipahami, sehingga sangat efektif dalam meningkatkan minat belajar."* (Interview with students of SMAN 3 Boyolali)

Based on learning interest indicators, Canva is superior in feelings of pleasure and interest because its creative appearance makes students enjoy learning more. Meanwhile, videos are more effective in attention and engagement because they present material more vividly and allow students to focus more on understanding complex concepts.

On the other hand, quiz-based media such as Quizizz and ClassPoint are more effective in maintaining students' attention through gamification elements and scoring systems, which create challenges to compete. However, these media tend to be less than optimal regarding long-term engagement because they are only used in evaluation sessions, not the entire learning process.

As for Google Classroom and Google Drive, although they help in task management and material storage, they are less attractive to students in terms of enjoyment and engagement because they do not have high visual and interactive elements. Students see them more as learning administration tools than as media that increase learning interest. This finding indicates that students are more interested in visual and interactive learning media than text-based or learning management systems.

The following is Table 2 which summarizes the effectiveness of each digital media on learning interest indicators:

Table 2. The effectiveness of each digital media on learning interest indicators in Islamic Education learning at SMAN 3 Boyolali

| **Digital Learning Media** | **Feelings of Joy** | **Interest** | **Attention** | **Engagement** |
| --- | --- | --- | --- | --- |
| Canva | Students feel more comfortable and enjoy the attractive and aesthetic visual display. | The material is easier to understand because it is concise and less monotonous than textbooks. | Help students focus on the main points of the material. | Students are active in designing presentation materials and discussing with friends. |
| Video | Students are more enthusiastic because the delivery of the material is more lively and engaging. | Combining images, sound, and animation increases the appeal and understanding of the material. | Students are more focused when watching because there is accurate visualization of the concepts being taught. | Students engage in discussions after watching and contributing to creating learning videos. |
| Google Classroom | Students feel more comfortable because of the ease of access to materials and assignments. | Flexibility in task management helps students stay interested in learning. | A clear structure helps students focus more on accessing and managing the material. | There is not much direct interaction, but more involvement in learning administration. |
| Google Drive | It makes it easy to store files and access documents at any time. | It lacks interactive elements that make it engaging for students. | Provides a neat and easily accessible storage space. | Used as a document management tool, not an active learning medium. |
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| **Digital Learning Media** | **Feelings of Joy** | **Interest** | **Attention** | **Engagement** |
| Quizizz | Students enjoy gamification elements, such as leaderboards and live scoring. | Interest increases due to the competition and challenges in the quiz. | Timers and scores help students stay focused during quiz sessions. | Students were enthusiastic about answering questions, but more in the evaluation session, not in concept exploration. |
| ClassPoint | Students feel more motivated with interactive quizzes within PowerPoint. | Live polling and assessment features increase student engagement. | Students are more focused because of the direct response in the quiz session. | Students actively answer questions and compete in quizzes, increasing social interaction. |

**CONCLUSION AND SUGGESTIONS**

Based on the research results, the optimization of digital learning media in Islamic Education subjects at SMAN 3 Boyolali shows that the use of media such as Canva, Video, Google Classroom, Google Drive, Quizizz, and ClassPoint contributes significantly to increasing students' interest in learning. Each media has a role in supporting indicators of interest in education, namely feelings of pleasure, interest, attention, and engagement. Canva and Video help students understand the material with an attractive visual display, while Google Classroom and Google Drive make it easier to manage materials and assignments. Quizizz and ClassPoint support interactive and competitive evaluations, thereby strengthening student engagement. The combination of various digital media enriches students' learning experiences and encourages increased interest in learning Islamic Education.

As a follow-up to this research, Islamic Education teachers are advised to develop skills in using digital media through regular training. Schools can allocate funds to strengthen digital infrastructure to support the application of technology in learning, and further research can be conducted using quantitative methods to measure the impact of using digital media on student learning outcomes.

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