

Analysis of the Use of Digital Learning Media in Improving Students' Learning Motivation in Islamic Religious Education and Character Education at SMP Negeri 4 Topoyo

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ABSTRACT

SMP Negeri 4 Topoyo has integrated digital learning media into the teaching and learning process to support teachers in delivering instructional materials. This study analyzes the use of digital learning media and its implications for students' motivation to learn Islamic Religious Education and Character Education at SMP Negeri 4 Topoyo. The study employed a descriptive qualitative approach, with data collected through observation, interviews, and documentation. Data were analyzed through data reduction, data presentation, verification, and conclusion drawing. The findings indicate that the use of digital learning media in Islamic Religious Education and Character Education has been effectively implemented. Teachers actively utilize digital media, including educational videos from YouTube and the Wayground application, to support learning activities and increase student motivation. The use of these media creates a more interactive, engaging, and conducive learning environment and encourages students' active participation in the learning process. Digital learning media also helps attract students' attention, increase their interest, improve their understanding and retention of learning materials, and enhance the efficiency of instructional time. Furthermore, teachers have become more capable of organizing learning materials according to students' needs and characteristics and have improved their competence in utilizing digital technology. The study recommends strengthening digital learning infrastructure, particularly by improving the availability of devices and internet access. PAI teachers are also encouraged to develop their digital competencies through training and innovative learning practices, while students should be guided to use digital learning media wisely and responsibly when accessing educational content.

ARTICLE INFORMATION

Digital Learning Media; Learning Motivation; Islamic Religious Education.

1. Introduction

The development of information and communication technology has brought significant changes to various aspects of life, including education. Digital learning media has become an important tool for improving

the quality of the learning process. At SMP Negeri 4 Topoyo, the use of digital learning media in Islamic Religious Education (PAI) and Character Education needs to be further explored to examine its impact on students' learning motivation. This study aims to analyze how the use of digital learning

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media can enhance students' learning motivation in the context of Islamic Religious Education and Character Education (Sari et al., 2020; Yusu & Sulaiman, 2024).

In the context of Islamic Religious Education and Character Education, which not only teaches knowledge but also emphasizes moral and ethical values, learning motivation is particularly important. Research by Ryan and Deci indicates that intrinsic motivation, which stems from students' interests and personal needs, can be strengthened through the use of engaging and relevant learning media (Dewi & Diana, 2023; Ramdayana et al., 2023).

One of the main advantages of using digital media is the flexibility it offers (Nurdin, Pettalongi, Askar, & Hamka, 2021). Students are no longer restricted by specific times and locations to access learning materials. Students who learn using digital media tend to have higher levels of motivation than those who rely solely on textbooks (Selfiana et al., 2025).

Despite its potential to enhance learning, the implementation of digital learning media in Islamic Religious Education and Character Education faces several challenges. Limited technological infrastructure and internet access, teachers' varying levels of digital competence and readiness, passive learning habits among some students, and the risk of distraction may hinder its effective use. Nevertheless, digital media can promote student engagement and motivation by providing interactive and attractive learning experiences, such as educational videos on YouTube and interactive quiz platforms such as Wayground. The effectiveness of digital learning media, however, may also be affected by digital disparities among students, particularly differences in access to technological devices and digital skills.

These conditions highlight the need to examine how digital learning media is utilized and how its use contributes to students' learning motivation in Islamic Religious Education at SMP Negeri 4 Topoyo.

2. Literature Review

2.1 Digital Learning Media

In the context of education, the use of digital learning media, such as learning applications, interactive videos, and online platforms, has become increasingly important alongside the development of information and communication technology. This is consistent with Prabowo's statement that digital media can enhance students' engagement in the learning process (Eryandi, 2023; Nasruddin et al., 2025).

The use of digital learning media is increasingly relevant given that today's students are highly familiar with technology and digital environments (Nurdin, Pettalongi, Anirah, Djamil, & Dzakiah, 2026). Therefore, integrating digital media into the learning process can serve as an effective strategy for enhancing students' learning motivation while providing greater variety in teaching methods. For example, instructional videos and interactive media can present concrete illustrations of learning materials, enabling students to develop a better understanding than through conventional methods alone. (Berutu, 2025; Lin & Yu, 2023; Sogen, 2021).

In the context of Islamic Religious Education and Character Education, digital learning media can also facilitate students' understanding of moral and spiritual values by presenting relevant and contextual examples, such as

inspirational stories of religious figures that illustrate the application of these values in everyday life (Amirudin et al., 2026).

Digital learning media can take various forms, including instructional videos and interactive platforms such as Wayground (Azizah et al., 2025). Instructional videos combine visual and auditory elements to present learning materials in an engaging and contextual manner, helping students understand abstract concepts through concrete examples and supporting independent learning by allowing them to access and review materials according to their individual learning pace. In the context of Islamic Religious Education and Character Education, instructional videos can illustrate the application of moral, spiritual, and character values in everyday life, thereby making learning more meaningful and relevant (Amirudin et al., 2026).

Meanwhile, Wayground provides an interactive and game-based learning environment through features such as quizzes, immediate feedback, gamification, customized learning activities, and learning analytics. Its Paper Mode also enables interactive assessment without requiring every student to have a personal digital device or internet access. Through these features, Wayground can facilitate student participation, provide teachers with immediate information about learning outcomes, and support adjustments to teaching strategies based on students' needs. Thus, instructional videos and Wayground can complement each other as digital learning media by supporting students' engagement, understanding, motivation, independent

learning, and participation in the learning process (Azizah et al., 2025; Petrosyan, 2025; Septiasa et al., 2026).

In the current digital era, digital learning media has become an important component of education. The use of digital media in learning not only improves access to information but can also influence students' learning motivation. According to Mulyani, the use of digital media in learning can increase student engagement, which in turn has a positive impact on their learning motivation. Data indicate that 78% of students feel more motivated when learning through digital media compared with traditional methods (Bela et al., 2025).

The use of digital media in education can also help accommodate diverse learning needs. For example, students with visual learning styles may find it easier to understand learning materials through videos or infographics. This is supported by research conducted by Sari, which found that students who learned using visual media demonstrated a 40% improvement in their understanding of the material compared with those who learned solely through oral instruction. Thus, digital media not only enhances students' learning motivation but also enriches their learning experiences (Selfiana et al., 2025; Wahyuni, 2025).

One of the main challenges is accessibility. Not all students have equal access to technology, which can create disparities in the learning process. According to data from Statistics Indonesia (Badan Pusat Statistik), only 60% of students in rural areas have adequate internet access to participate in

online learning (Badan Pusat Statistik, 2022).

Therefore, efforts are needed from the government and educational institutions to ensure that all students have access to digital learning media. This is particularly important given the significant role of digital media in education, especially in enhancing students' learning motivation. By utilizing technology effectively, educators can create a more dynamic and engaging learning environment.

2.2 Learning Motivation

Learning motivation is one of the key factors influencing educational success. In this context, learning motivation is not merely a drive to achieve good academic grades but also encompasses a deeper desire to understand and master the subject matter. According to Ryan and Deci, learning motivation can be defined as a process that facilitates individuals' engagement in learning activities and enables them to achieve academic goals (Ryan & Deci, 2000).

This motivation can be broadly divided into two main categories: intrinsic and extrinsic motivation. Intrinsic motivation arises from within the individual, such as curiosity, personal satisfaction, and a strong interest in a particular subject. For example, a student who has a strong interest in science may feel happy and satisfied when conducting laboratory experiments, not merely because of the grade that may be obtained, but also because of the desire to understand natural phenomena. In contrast, extrinsic motivation originates from external factors, such as rewards, recognition

from others, or even pressure from the surrounding environment. For instance, students may study hard to receive rewards or recognition from their parents or teachers, even though they may not have the same level of interest in the subject matter. Research by Deci, Vallerand, Pelletier, and Ryan indicates that students with higher levels of intrinsic motivation tend to be more actively engaged in the learning process and achieve better learning outcomes (Ryan & Deci, 2000).

In the context of Islamic Religious Education (PAI) and Character Education, learning motivation is particularly important because this subject focuses not only on knowledge but also on character formation and moral values. Islamic Religious Education plays an important role in shaping students' identities and personalities while instilling ethical and moral values that can guide them in their daily lives. Data from the Ministry of Education and Culture of the Republic of Indonesia indicate that students with high levels of motivation to learn Islamic Religious Education tend to be better able to apply religious values in their daily lives (Ishak, 2024).

The use of digital learning media in education has increased rapidly in recent years. In the current digital era, students have broader access to information and learning resources. According to a UNESCO report, approximately 1.5 billion students worldwide were forced to shift to online learning as a result of the COVID-19 pandemic (UNESCO, 2020).

The use of interactive learning applications, such as Kahoot and Wayground, has become an increasingly

popular trend among educators and students. These applications not only provide platforms for conducting quizzes but also create a dynamic and enjoyable learning environment. For example, Kahoot allows teachers to create quizzes that students can access through their devices, while Wayground offers features that enable students to learn at their own pace. This creates a more personalized and interactive learning experience in which students can compete with one another in a low-pressure learning environment.

In the context of Islamic Religious Education and Character Education, this approach is highly relevant. For example, when students engage in quizzes that assess their understanding of moral values and religious teachings, they not only learn cognitively but also experience deeper emotional engagement. By using applications such as *Kahoot*, students can experience enjoyment while answering questions and competing with their peers, which in turn may enhance information retention (Jabir, Nurdin, Saguni, & Mala, 2026).

Learning motivation is a key element in the educational process that influences students' ability to achieve learning objectives. It is shaped by various factors, both internal and external, as well as factors related to the learning media used. Internal factors include students' interests, needs, and learning goals. Deci and Ryan suggest that students with intrinsic interest in learning materials tend to demonstrate stronger motivation, while Schunk emphasizes that clear and measurable learning goals can encourage students to become more motivated in the learning process. In the context of Islamic

Religious Education and Character Education, students who are interested in religious values may be more enthusiastic about learning. External factors, including the learning environment, teacher support, and peer interaction, also play an important role in strengthening students' motivation. According to Ryan and Deci, social support from teachers and peers can enhance students' sense of connection to the learning process. In relation to digital learning media, interactive and collaborative platforms can create a more dynamic and engaging learning environment. For example, group-based learning platforms such as Google Classroom can facilitate interaction and collaboration among students and potentially increase their engagement in learning Islamic Religious Education and Character Education (Ryan & Deci, 2000).

2.3 Islamic Religious Education and Character Education

The curriculum of Islamic Religious Education (PAI) and Character Education at the junior secondary school level plays an important role in developing students' religious understanding, moral values, and character. Islamic education is not limited to the transmission of religious knowledge but also aims to foster good morals and character (Rustina et al., 2026). In this context, digital learning media can serve as an effective tool for enriching students' learning experiences and increasing their motivation. The PAI curriculum covers essential aspects of Islamic teachings, including faith, worship, and morality, which can be presented through digital media such as

instructional videos, interactive applications, and e-learning platforms. Similarly, digital media can support Character Education by presenting moral and ethical values through engaging formats, such as animations and simulations, helping students understand concepts such as empathy, honesty, and responsibility. The integration of digital learning media is therefore increasingly relevant to PAI and Character Education as educational practices continue to incorporate digital technology to support more engaging, interactive, and meaningful learning experiences (Inayatullah, 2025; Ulinnuha & Ridwan, 2025).

3. Methodology

This study employed a descriptive qualitative approach with a case study design to explore the use of digital learning media and its implications for students' motivation in Islamic Religious Education and Character Education. The qualitative approach was selected to obtain an in-depth understanding of teachers' experiences, strategies, and considerations in selecting and implementing digital learning media in the classroom (Nurdin, 2017; Syahrizal & Jailani, 2023). The study was conducted at SMP Negeri 4 Topoyo, located on Jl. Poros Salulebbo, Tabolang Village, Topoyo District, Central Mamuju Regency, West Sulawesi, Indonesia. The school was selected because it had begun integrating digital learning media into the teaching of Islamic Religious Education and Character Education and had supporting facilities, including internet access and digital devices.

The data consisted of primary and secondary sources. Primary data were obtained from the school principal or vice principal, Islamic Religious Education teachers, and student representatives from each grade through direct classroom

observation and in-depth interviews. The primary data focused on the use of digital learning media, students' learning motivation, and their experiences with digital learning in PAI and Character Education. Secondary data were obtained from school documents, curricula, learning-related records, and relevant books, scholarly articles, journals, and previous studies. Data were collected through three complementary techniques: observation, interviews, and documentation. Classroom observations were conducted to examine teachers' and students' activities in using digital media, while semi-structured interviews were conducted with school leaders, PAI teachers, and students to explore their experiences and perceptions. Documentation was used to obtain supporting information and verify the data collected through observation and interviews.

4. Results and Discussion

4.1 Digital Learning Media in PAI and Character Education

The findings indicate that the use of digital learning media in Islamic Religious Education and Character Education at SMP Negeri 4 Topoyo has been implemented systematically and in accordance with the learning objectives and characteristics of students. Before conducting classroom instruction, PAI teachers prepare teaching materials, learning modules, and appropriate digital media. The main media identified in the study were instructional videos accessed through YouTube and the Wayground application, which was used particularly for interactive quizzes and learning evaluation. Teachers also anticipated potential technical problems before the learning activities began. This finding is consistent with the theoretical perspective presented in Chapter II that digital learning media can function as technological tools and platforms that facilitate the delivery of instructional

materials while providing greater variety in teaching methods. The use of audiovisual and interactive media also allows learning materials to be presented in forms that are more concrete, engaging, and accessible to students.

The implementation of digital learning media was also supported by the school's existing facilities. SMP Negeri 4 Topoyo, established in 2016 and located in Tabolang Village, Topoyo District, Central Mamuju Regency, has supported digital learning through the availability of computers, laptops, digital boards, projectors, and internet access. Although the availability, coverage, and speed of the school's Wi-Fi remain limited, the facilities are generally considered sufficient to support digital learning activities. The findings further show that PAI teachers have developed adequate skills in using digital media, supported by training activities and teacher professional development through the local teachers' working group. This condition demonstrates that the implementation of digital learning is influenced not only by the availability of technological facilities but also by teachers' ability to select and use media appropriately. In line with the literature review, the effectiveness of digital media depends on its suitability to learning objectives, subject matter, and student characteristics.

Classroom observations and interviews further revealed positive student responses to the use of digital media. Students reported that learning became more interesting, easier to understand, and less monotonous, while observations showed greater participation through questioning, discussion, and independent exploration. For example, instructional videos were used to present the topic of qada and qadar, while Wayground quizzes were used to assess students' understanding. These findings correspond with the theoretical discussion in Chapter II that visual and interactive digital media can

increase student engagement and facilitate the understanding of concepts that may be difficult to grasp through conventional verbal explanations alone. Thus, at SMP Negeri 4 Topoyo, digital media functions not merely as a technological complement but as part of the instructional process that supports more interactive, contextual, and student-centered PAI and Character Education learning.

4.2 Digital Learning Media and Students' Learning Motivation

The findings show that the use of digital learning media had positive implications for students' learning motivation in Islamic Religious Education and Character Education at SMP Negeri 4 Topoyo. Students demonstrated enthusiasm and positive responses during learning activities involving digital media, particularly through instructional videos and interactive quizzes. They reported that learning was more interesting, easier to understand, and less boring, and some students even expressed a desire for additional learning time (Askar, Nurdin, Pettalongi, Pettalongi, & Basire, 2025). These responses were accompanied by observable participation in asking questions, engaging in discussions, and exploring learning materials independently. This finding is consistent with the motivation theory discussed in Chapter II, particularly the view of Ryan and Deci that motivation is influenced by both intrinsic and extrinsic factors. Interactive learning experiences can create conditions that stimulate students' interest and encourage them to become more actively involved in the learning process.

The implications were also evident in students' cognitive, affective, and psychomotor engagement. In the cognitive domain, the use of YouTube-based instructional videos helped students understand the meaning of qada and qadar, distinguish between different forms of destiny, and relate the concepts to examples

from everyday life. The Wayground quizzes further provided opportunities for students to demonstrate their understanding through interactive questions. In the affective and behavioral dimensions, students showed greater enthusiasm, participation, and involvement during learning activities. These findings support the theoretical discussion in Chapter II that digital media can strengthen attention, interest, understanding, and engagement through the integration of visual, auditory, and interactive elements. In the context of PAI and Character Education, such engagement is particularly relevant because learning is expected not only to develop students' cognitive understanding of Islamic teachings but also to support the development of attitudes, values, and character.

Nevertheless, the findings also indicate that the implications of digital learning media are closely related to the availability of facilities, teacher competence, and the suitability of media to the learning content. SMP Negeri 4 Topoyo has established a supportive environment through digital devices, internet access, and encouragement for teachers to participate in digital learning training, although limitations in device availability and internet coverage remain. The study also emphasizes that digital media should be selected according to the characteristics of the material; for example, visual or simulation-based media may be appropriate for practical religious content, while videos can help present moral, historical, or conceptual material more concretely. Therefore, the findings reinforce the literature review's argument that digital learning media can contribute to students' motivation when it is integrated purposefully into instruction and supported by appropriate pedagogical strategies. At SMP Negeri 4 Topoyo, this integration was reflected in a more engaging classroom atmosphere, increased student participation, and stronger interest in learning PAI and Character Education.

5. Conclusion

The findings indicate that the use of digital learning media in Islamic Religious Education and Character Education at SMP Negeri 4 Topoyo has been implemented systematically through instructional videos and the Wayground interactive quiz platform, supported by adequate digital facilities and teachers' developing digital competencies. The use of these media created a more interactive, engaging, and conducive learning environment and encouraged students to participate actively through questioning, discussion, and independent exploration. Digital media also helped students understand learning materials more easily, particularly abstract concepts, while increasing their attention, interest, and learning engagement. These findings suggest that the purposeful integration of digital learning media, when aligned with learning objectives, subject characteristics, and students' needs, can support students' learning motivation and contribute to more meaningful PAI and Character Education learning. However, continued improvement in digital infrastructure, internet access, and teachers' digital competencies is needed to strengthen the sustainability and effectiveness of digital learning implementation at the school.

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