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ORIGINAL RESEARCH ARTICLE

Implementation of Multiliteracy in PAI Learning through Interactive Learning Media

Rismawati^{1*}, Siti Roudhotul Jannah¹, Choirudin¹ 

¹Universitas Ma'arif Lampung, Indonesia

Correspondence: rismawati129@gmail.com

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ABSTRACT

This study aims to analyze the implementation of multiliteracy in Islamic Religious Education (PAI) learning through interactive learning media at SMP Negeri 1 Punggur, Central Lampung. In the digital era characterized by massive and diverse information flows, students are required to have multiliteracy skills encompassing textual, digital, media, and cultural literacy. PAI learning, which has tended to use textual and conventional approaches, faces challenges in comprehensively developing students' multiliteracy competencies. This research employs a qualitative approach with a case study method at SMP Negeri 1 Punggur, an accredited A public junior high school that has implemented the Merdeka Curriculum. Data were collected through participatory observation, in-depth interviews with the principal, PAI teachers, and students, as well as documentation studies, then analyzed using the Miles and Huberman interactive model. The results show that the implementation of multiliteracy through interactive media such as learning videos, visual presentations, digital quizzes, simulations, and Canva-based e-modules has been running, although not evenly distributed. Interactive media has proven to play a significant role in increasing learning interest, active participation, and students' understanding of abstract PAI material. However, the development of visual and digital literacy has not been optimal due to limited media use and the lack of explicit integration of multiliteracy in lesson planning and evaluation. This study recommends strengthening multiliteracy-based planning, implementation, and evaluation as well as improving PAI teachers' digital competence through the TPACK approach to achieve comprehensive multiliteracy development.

Keywords: Multiliteracy, Interactive Learning Media, Islamic Religious Education, TPACK, Digital Literacy



ABSTRAK

Penelitian ini bertujuan untuk menganalisis penerapan multiliterasi dalam pembelajaran Pendidikan Agama Islam (PAI) melalui media pembelajaran interaktif di SMP Negeri 1 Punggur, Lampung Tengah. Di era digital yang ditandai dengan arus informasi yang masif dan beragam, siswa dituntut memiliki keterampilan multiliterasi yang mencakup literasi tekstual, digital, media, dan budaya. Pembelajaran PAI, yang selama ini cenderung menggunakan pendekatan tekstual dan konvensional, menghadapi tantangan dalam mengembangkan kompetensi multiliterasi siswa secara komprehensif. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus di SMP Negeri 1 Punggur, sebuah SMP negeri terakreditasi A yang telah menerapkan Kurikulum Merdeka. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam dengan kepala sekolah, guru PAI, dan siswa, serta studi dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa penerapan multiliterasi melalui media interaktif seperti video pembelajaran, presentasi visual, kuis digital, simulasi, dan e-modul berbasis Canva telah berjalan, meskipun belum merata. Media interaktif terbukti berperan signifikan dalam meningkatkan minat belajar, partisipasi aktif, dan pemahaman siswa terhadap materi PAI yang bersifat abstrak. Namun, pengembangan literasi visual dan digital belum optimal karena terbatasnya penggunaan media serta kurangnya integrasi eksplisit multiliterasi dalam perencanaan dan evaluasi pembelajaran. Penelitian ini merekomendasikan penguatan perencanaan, pelaksanaan, dan evaluasi berbasis multiliterasi serta peningkatan kompetensi digital guru PAI melalui pendekatan TPACK demi tercapainya pengembangan multiliterasi yang komprehensif.

Kata Kunci: Multiliterasi, Media Pembelajaran Interaktif, Pendidikan Agama Islam, TPACK, Literasi Digital

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1. INTRODUCTION

The development of digital technology and the increasingly massive flow of information have fundamentally transformed the landscape of 21st-century education. Today's students are not only required to be able to read and write texts but also to possess the ability to understand, analyze, and produce various forms of diverse literacy—ranging from digital literacy, media literacy, visual literacy, to cultural literacy. The concept of multiliteracy introduced by the New London Group (1996) emerged as a response to rapid social and technological changes, emphasizing that literacy can no longer be understood narrowly as conventional reading and writing skills, but rather as the ability to navigate various modes of representation and communication in linguistically and culturally diverse societies.

In the context of Islamic Religious Education (PAI), the demand for multiliteracy becomes increasingly relevant given the challenges faced in transmitting Islamic values to the digital generation. PAI learning is not only concerned with understanding religious texts but also with how students can internalize Islamic values in ever-changing socio-cultural contexts and are able to filter Islamic information circulating on various digital platforms. Preliminary research conducted at SMP Negeri 1 Punggur revealed that PAI teachers still dominate learning with lecture methods and textual approaches, while students show low learning interest and lack active participation in the learning process.

Field observations conducted at SMP Negeri 1 Punggur, located at Jalan Pendidikan No. 2 Tanggulangin, Punggur District, Central Lampung Regency, revealed that the low interest of students in PAI subjects is reflected in the lack of active participation, attention, and involvement in the learning process. The school, established on November 20, 1984, with a land area of 18,230 m² and a building area of 3,773 m², has a vision of "Achieving excellent, innovative, and character-oriented student achievement through progressive learning processes grounded in faith and piety" and a mission of SAPTAKARYA INOVATIF which includes building a religious character school culture and improving school operational processes and curriculum effectively and efficiently. However, the development of visual and digital literacy is still not optimal due to limited use of learning media and the lack of explicit integration of multiliteracy in lesson planning and evaluation.

Relevant research studies show that multiliteracy in the context of Islamic education is still in the early stages of development. Research by Purwanto, Jannah, and Ningsih (2026) analyzed the role of multiliteracy based on interactive learning media in PAI learning in elementary schools, finding that the implementation of multiliteracy through interactive media has been running although not evenly distributed. The media used include educational videos, visual presentations, digital quizzes, and learning simulations. This study concluded that multiliteracy plays a significant role in improving the quality of PAI learning by presenting abstract material in a more concrete and interesting way.

Susanti, Jannah, and Setiawan (2026) examined the implementation of interactive learning models in PAI subjects to improve multiliteracy understanding. The findings show that interactive learning models such as Problem-Based Learning and Project-Based Learning are able to increase student activeness and involvement in PAI learning. Interactive learning contributes positively to the development of students' linguistic and cultural literacy through discussion activities, group work, and integration of PAI material with real-life contexts.

Kamaruddin, Afriyanto, and Sukiman (2025) analyzed the implementation of multiliteracy-based PAI using the TPACK approach to enhance students' spiritual awareness. This study found that the integration of technology, teaching methods, and religious content within the TPACK framework creates a more interactive, contextual, and engaging learning experience. Strategies such as religious literacy programs, use of educational applications, and social media have proven effective in overcoming the limitations of traditional methods.

Research on multiliteracy-based PAI learning design for postgraduate students (2025) identified four domains of multiliteracy: textual, digital, media, and cultural literacy. The findings indicate that multiliteracy practices in PAI learning are still in the early stages and have not been fully integrated into a systematic pedagogical framework. Research on the use of multiliteracy-based PAI teaching materials (2025) found that multiliteracy-based teaching materials contribute significantly to creating a more transformative, contextual, and modern PAI learning process.

Research on the integration of Islamic education teachers' multiliteracy in strengthening the quality of learning and students' religious character (2025) found that multiliteracy increases learning effectiveness by up to 40% through TPACK integration, teachers with multiliteracy competence develop students' religious character 35% more effectively, and PjBL strategies based on

multiliteracy increase student engagement by up to 50%. Research on Chromebooks as multiliteracy learning media in PAI learning (2025) shows that the use of Chromebooks can improve students' multiliteracy competence and support the creation of a more innovative, participatory, and meaningful PAI learning process.

Research on the utilization of interactive multimedia as PAI learning media (2026) explains that interactive multimedia is a combination of various media such as text, images, sound, video, and animation designed in digital format. The use of interactive multimedia in PAI lessons has characteristics that support learning activities, including interaction, independence, context relevance, and the ability to convey Islamic values within the material. Research on interactive media in Islamic education (2025) examined the effects of interactive media (PowerPoint, YouTube, Kahoot, Canva) on student engagement and PAI learning outcomes, finding that infrastructure and teachers' digital competence are the main challenges.

Research on the role of guidance and counseling teachers in the implementation of the Merdeka Curriculum at SMP Negeri 1 Punggur (2026) shows that the role of BK teachers in the Merdeka curriculum includes being motivators, agents of change and prevention, facilitators, counselors, career developers, consultants, assessors, and collaborators with the school. Challenges faced include adaptation to technology, creativity and innovation in learning methods, increased workload, and limited human resources. These findings provide an overview of the context of Merdeka Curriculum implementation at SMP Negeri 1 Punggur, which is the location of this research.

Although various studies have been conducted, significant gaps remain. *First*, most research on multiliteracy in PAI is still partial, focusing on one particular aspect such as specific media or specific educational levels, without providing a comprehensive picture of multiliteracy implementation through interactive media at the junior high school level. *Second*, there is no research that systematically examines the implementation of multiliteracy through interactive media using the TPACK approach as a framework for integrating technology, pedagogy, and content in the context of PAI at the junior high school level. *Third*, previous research has not deeply analyzed the challenges and factors that influence the success of multiliteracy implementation in PAI learning at SMP Negeri 1 Punggur, including teacher readiness, infrastructure availability, and integration of multiliteracy in lesson planning and evaluation.

The novelty of this research lies in the holistic approach to analyzing the implementation of multiliteracy in PAI learning through interactive media at SMP Negeri 1 Punggur, Central Lampung, using the TPACK framework as an analytical lens. This research not only examines the types of interactive media used but also analyzes how these media are integrated with pedagogical approaches and PAI content, as well as identifying supporting and inhibiting factors for implementation. In addition, this research provides practical contributions in the form of recommendations for developing a TPACK-based multiliteracy implementation model for PAI learning at the junior high school level.

This research is also relevant to national education policies, especially the Merdeka Curriculum implemented at SMP Negeri 1 Punggur which emphasizes the development of 21st-century competencies including digital literacy and critical thinking skills. The Ministry of Religious

Affairs' policy on strengthening literacy in madrasahs and the Ministry of Education's policy on technology integration in learning further reinforce the urgency of this research. In the Society 5.0 era, where technology and humanism are integrated, PAI learning is required not only to transmit religious knowledge but also to develop students' abilities to become lifelong learners capable of navigating complex information landscapes.

Research on negotiating multimodal literacy in madrasah classrooms (2026) found that multimodal projects create space for more meaningful and value-oriented literacy practices in madrasah classrooms, positioning teachers as reflective agents who negotiate between curriculum expectations and students' lives. These findings indicate that multiliteracy implementation requires an active role of teachers as facilitators and innovators, not merely as conveyors of material. This aligns with research findings on multimedia strategies for information literacy in Islamic education (2026) which integrate multimedia learning principles with Islamic ethical values such as *tabayyun* and *amanah*, positioning information literacy as both a technical and moral practice.

Overall, this research aims to: (1) analyze the implementation of multiliteracy in PAI learning through interactive media at SMP Negeri 1 Punggur; (2) identify the types of interactive media used in multiliteracy-based PAI learning; (3) analyze the supporting and inhibiting factors for multiliteracy implementation through interactive media; and (4) formulate a TPACK-based multiliteracy implementation model for PAI learning. By achieving these objectives, this research is expected to make a significant contribution to the development of PAI learning that is adaptive, innovative, and relevant to the demands of the 21st century.

2. RESEARCH METHODS

This research uses a qualitative approach with a case study method. The qualitative approach was chosen because it allows researchers to understand in depth the phenomenon of multiliteracy implementation in PAI learning through interactive media in its natural context. The case study method enables in-depth exploration of multiliteracy implementation at SMP Negeri 1 Punggur, thus providing a rich and contextual understanding of how multiliteracy is implemented in everyday PAI learning practices.

The research location was determined purposively by considering the school's characteristics relevant to multiliteracy implementation. SMP Negeri 1 Punggur was chosen as the research location because it is an accredited A public junior high school, has a vision emphasizing excellent and innovative achievement grounded in faith and piety, and has implemented the Merdeka Curriculum. The school, located at Jalan Pendidikan No. 2 Tanggulangin, Punggur District, Central Lampung Regency, has NPSN 10801933 and has been established since 1984.

The research subjects consisted of the principal, PAI teachers, and students at SMP Negeri 1 Punggur. The principal at the time of the research was Mr. Slamet Wardoyo, S.Pd., M.A. The research subjects included the principal, 3 PAI teachers, and 15 students from various grade levels. The total number of research subjects was 19 people.

Data collection techniques used three methods: (1) participatory observation, where the researcher directly observed the PAI learning process in the classroom to see the implementation of

interactive media and multiliteracy practices; (2) in-depth interviews with the principal, PAI teachers, and students to explore perceptions, experiences, and challenges in multiliteracy implementation; and (3) documentation studies, which included analysis of Lesson Plans (RPP), learning media, and student learning outcomes.

Data validity was tested using source triangulation, technique triangulation, and time triangulation, as well as member check. Source triangulation was done by comparing data from the principal, teachers, and students. Technique triangulation was done by comparing data from observation, interviews, and documentation. Time triangulation was done by collecting data at different times. Member check was done by verifying research findings with participants to ensure the accuracy of the researcher's interpretation.

Data analysis used the Miles and Huberman interactive model which includes three stages: data reduction, data display, and conclusion drawing. Data reduction was done by summarizing, selecting key points, and focusing on important aspects related to multiliteracy implementation. Data display was done in the form of narratives, tables, and matrices to facilitate understanding. Conclusion drawing was done continuously during the research process with verification through triangulation and member check.

3. RESULTS AND FINDINGS

Implementation of Multiliteracy through Interactive Media

The research results show that the implementation of multiliteracy in PAI learning through interactive media at SMP Negeri 1 Punggur has been running although with varying levels of implementation. The media used include educational videos, PowerPoint visual presentations, digital quizzes (Kahoot/Quizizz), and learning simulations. PAI teachers at this school have utilized interactive media to present abstract PAI material in a more concrete and interesting way, although media use is still limited to certain topics and has not been systematically integrated into the entire learning process.

Table 1. Implementation of Interactive Media in PAI Learning at SMP Negeri 1 Punggur

Type of Interactive Media	Frequency of Use	Level of Effectiveness	Description
Educational Videos	Often	High	Used for abstract material
Visual Presentations (PPT)	Very Often	High	Main media in learning
Digital Quizzes (Kahoot/Quizizz)	Sometimes	Medium	Used for formative evaluation
Learning Simulations	Rarely	Medium	Limited to certain materials
Canva-Based E-Modules	Rarely	Medium	Still in development stage
Educational Applications	Rarely	Low	Limited to certain teachers

Based on interviews with PAI teachers, the use of interactive media at SMP Negeri 1 Punggur has shown positive impacts on the learning process. PAI teachers revealed that interactive media helps explain abstract religious concepts, such as material about the Day of Judgment, angels, and

morals, making them more concrete and easier for students to understand. However, the development of visual and digital literacy is still not optimal due to limited media use and the lack of explicit integration of multiliteracy in lesson planning and evaluation.

Dimensions of Multiliteracy in PAI Learning

This research identified four dimensions of multiliteracy implemented in PAI learning through interactive media at SMP Negeri 1 Punggur. These four dimensions are textual literacy, digital literacy, media literacy, and cultural literacy.

Table 2. Dimensions of Multiliteracy in PAI Learning at SMP Negeri 1 Punggur

Multiliteracy Dimension	Operational Definition	Implementation in PAI	Level of Implementation
Textual Literacy	Ability to read, understand, and produce texts	Reading and interpreting Qur'anic verses, hadiths, and religious texts	High
Digital Literacy	Ability to use digital technology to access, manage, and evaluate information	Use of educational applications, e-modules, and digital platforms for PAI learning	Medium
Media Literacy	Ability to understand, analyze, and produce media content	Analysis of Islamic content on social media, production of digital da'wah content	Low
Cultural Literacy	Ability to understand and appreciate cultural diversity in the context of Islamic values	Integration of Islamic values with local and global socio-cultural contexts	Medium

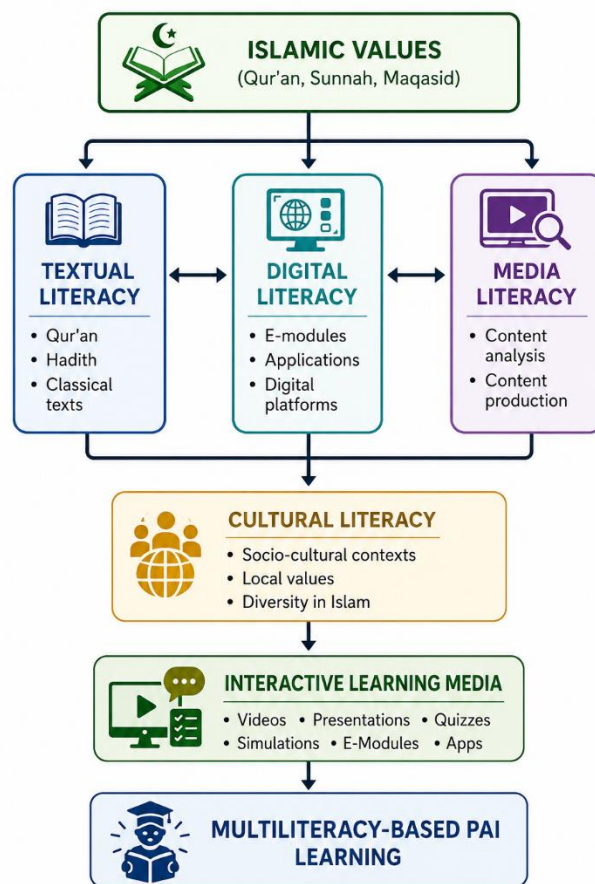


Figure 1. Model of Multiliteracy Implementation in PAI Learning through Interactive Media at SMP Negeri 1 Punggur

Based on Figure 1, the model of multiliteracy implementation in PAI learning through interactive media at SMP Negeri 1 Punggur shows that Islamic values serve as the foundation integrating the four dimensions of multiliteracy. Textual, digital, media, and cultural literacy interact with and reinforce each other through the use of interactive learning media, ultimately producing holistic and contextual multiliteracy-based PAI learning.

Supporting and Inhibiting Factors for Implementation

This research identified a number of supporting and inhibiting factors for multiliteracy implementation in PAI learning through interactive media at SMP Negeri 1 Punggur, as presented in Table 3.

Table 3. Supporting and Inhibiting Factors for Multiliteracy Implementation at SMP Negeri 1 Punggur

Factor	Supporting	Inhibiting
Teachers	Teacher creativity in developing media; Motivation to innovate	Limited digital competence; Lack of training
Students	Enthusiasm for digital media; Basic technology skills	Limited device access; Diverse learning styles
Infrastructure	Availability of school devices; Internet access	Limited bandwidth; Limited number of devices
Curriculum	Flexibility of Merdeka Curriculum; Policy support	Dense curriculum load; Lack of integration guidance
School Management	Principal support; Development commitment	Budget limitations; Competing priorities

The main supporting factors identified are teacher creativity in developing interactive media, student enthusiasm for digital media, flexibility of the Merdeka Curriculum, and principal support. Creative PAI teachers are able to develop interactive media that suit the characteristics of the material and student needs, despite existing limitations.

The main inhibiting factors include limited teacher digital competence, lack of training, limited access to devices and internet, and dense curriculum load. This aligns with research on the role of BK teachers at SMP Negeri 1 Punggur which found that challenges in Merdeka Curriculum implementation include adaptation to technology, creativity and innovation in learning methods, increased workload, and limited human resources.

Impact of Multiliteracy Implementation

The implementation of multiliteracy through interactive media has a positive impact on PAI learning at SMP Negeri 1 Punggur, as summarized in Table 4.

Table 4. Impact of Multiliteracy Implementation through Interactive Media at SMP Negeri 1 Punggur

Aspect	Impact	Indicators
Learning Interest	Increased	Active participation; Enthusiasm; Courage to express opinions
Material Understanding	Increased	Abstract material becomes concrete; Better information retention
Student Engagement	Increased	Activeness in discussions; Group work; Interaction
Digital Literacy	Developing	Ability to use applications; Evaluation of digital information
Spiritual Awareness	Increased	Understanding of Islamic values; Application in life

The use of interactive media has proven to have a positive impact on student learning interest, as indicated by increased participation, enthusiasm, and courage in expressing opinions. Multiliteracy plays a significant role in improving the quality of PAI learning by presenting abstract material in a more concrete and interesting way. Interactive learning contributes positively to the development of students' linguistic and cultural literacy through discussion activities, group work, and integration of PAI material with real-life contexts.

Interviews with students revealed that they feel more interested and motivated when teachers use interactive media such as videos and digital quizzes in PAI learning. Students also stated that interactive media helps them understand PAI material that was previously considered difficult and abstract.

5. DISCUSSION

Multiliteracy Implementation as a Response to 21st-Century Challenges

The research results show that the implementation of multiliteracy in PAI learning through interactive media at SMP Negeri 1 Punggur is a strategic response to the challenges of the 21st century, characterized by massive and diverse information flows. This finding aligns with the concept of multiliteracy introduced by the New London Group (1996), which emphasizes that literacy can no longer be understood narrowly as conventional reading and writing skills, but rather as the ability to navigate various modes of representation and communication in linguistically and culturally diverse societies. In the context of PAI, multiliteracy directs students to understand Islamic teachings not only from textual aspects but also from the socio-cultural and digital contexts that shape the way modern Muslims think.

This research found that the implementation of multiliteracy at SMP Negeri 1 Punggur still varies, with textual literacy showing the highest level of implementation, while media literacy shows the lowest level. These findings indicate that the success of multiliteracy implementation greatly depends on teacher readiness, infrastructure availability, and institutional policy support. This aligns with research by Kamaruddin, Afriyanto, and Sukiman (2025) which emphasizes the importance of the teacher's role as a creative facilitator who innovatively integrates technology with teaching methods.

The Role of Interactive Media in Multiliteracy Development

Interactive media plays a central role in the implementation of multiliteracy in PAI learning at SMP Negeri 1 Punggur. This research found that the use of interactive media such as educational videos, visual presentations, digital quizzes, and learning simulations is able to increase learning interest, active participation, and students' understanding of abstract PAI material. This finding aligns with research by Purwanto, Jannah, and Ningsih (2026) which shows that multiliteracy based on interactive media plays a significant role in improving the quality of PAI learning.

Interactive media has the ability to provide immediate feedback to students, helping them to identify errors and correct them quickly. Media that is interactive and engaging can also make learning enjoyable, encouraging students to participate more actively in the learning process. In the context of PAI, interactive multimedia has characteristics that support learning activities, including interaction, independence, context relevance, and the ability to convey Islamic values within the material.

Research on the development of multiliteracy-based interactive learning media in PAI (2025) found that the developed media is an interactive web application that combines narrative text, video, animation, digital quizzes, and simple discussion forums. This media is designed according

to the characteristics of 21st-century students and has proven effective in increasing student learning interest. These findings reinforce the argument that multimodal and participatory interactive media is more effective in developing student multiliteracy.

TPACK Approach as a Framework for Multiliteracy Implementation

This research found that the TPACK (Technological Pedagogical Content Knowledge) approach provides an effective framework for the implementation of multiliteracy in PAI learning at SMP Negeri 1 Punggur. The integration of technology, teaching methods, and religious content within the TPACK framework creates a more interactive, contextual, and engaging learning experience. This finding aligns with research showing that multiliteracy increases learning effectiveness by up to 40% through TPACK integration.

The TPACK approach enables PAI teachers to meaningfully integrate technology into learning, not merely as a tool but as an integral part of pedagogical strategy. Teachers with good multiliteracy and TPACK competence are able to develop students' religious character more effectively. PjBL strategies based on multiliteracy have also been shown to increase student engagement by up to 50%.

Research on the integration of Islamic education teachers' multiliteracy (2025) emphasizes that practically, the implication for PAI teachers is the need to develop multiliteracy competence through continuous training, independent learning, and the development of professional learning communities (PLC). The first strategy identified is the implementation of TPACK-based multiliteracy, where teachers combine mastery of religious content, pedagogy, and technology.

Challenges of Multiliteracy Implementation at SMP Negeri 1 Punggur

Despite its great potential, the implementation of multiliteracy in PAI learning through interactive media at SMP Negeri 1 Punggur faces a number of significant challenges. This research identified limited teacher digital competence as the main obstacle. Many PAI teachers do not yet have adequate skills in developing and using interactive media, due to lack of training and continuous professional development.

Infrastructure challenges are also a serious obstacle. Limited internet access and digital devices in some areas restrict the ability of teachers and students to optimally utilize interactive media. Research on interactive media in Islamic education (2025) found that infrastructure and teacher digital competence are the main challenges in implementing interactive media.

Curriculum challenges were also identified in this research. The dense curriculum load and lack of explicit guidance for integrating multiliteracy into lesson planning and evaluation are obstacles. PAI teachers often find it difficult to integrate multiliteracy into learning due to time constraints and the demand to complete predetermined material.

Research on the role of BK teachers at SMP Negeri 1 Punggur (2026) found that challenges in Merdeka Curriculum implementation include adaptation to technology, creativity and innovation in learning methods, increased workload, and limited human resources. These findings indicate

that multiliteracy implementation requires a flexible and contextual approach, where teachers act as reflective agents capable of negotiating between curriculum demands and student needs.

Opportunities and Recommendations for Future Development

Despite facing various challenges, the implementation of multiliteracy in PAI learning through interactive media at SMP Negeri 1 Punggur opens up great opportunities. This research identified that the flexible Merdeka Curriculum provides space for innovation in PAI learning, including the integration of multiliteracy and interactive media. This policy aligns with research findings on the transformation of Islamic education through AI from the perspective of Merdeka Belajar Curriculum (2025) which shows that AI applications such as adaptive platforms, Qur'an learning applications, and interactive educational tools increase student engagement, independence, and learning outcomes.

Professional development of PAI teachers in digital literacy and multiliteracy needs to be a priority. Continuous TPACK-based training can help teachers meaningfully integrate technology into PAI learning. Professional learning communities (PLC) can serve as a forum for teachers to share good practices and support each other in developing multiliteracy-based interactive media.

The development of multiliteracy-based interactive media also needs to consider effective learning design principles. Interactive multimedia that combines text, images, sound, video, and animation in digital format has proven effective in supporting learning activities. Such media needs to be designed considering the diversity of student learning styles and local cultural contexts, as well as intrinsically integrating Islamic values.

Research on multimedia strategies for information literacy in Islamic education (2026) emphasizes the importance of integrating multimedia learning principles with Islamic ethical values such as *tabayyun* and *amanah*, positioning information literacy as both a technical and moral practice. This approach is important to ensure that multiliteracy implementation in PAI not only develops technical skills but also strengthens students' spiritual and ethical values.

Theoretical and Practical Implications

This research has significant theoretical and practical implications. Theoretically, this research expands the concept of multiliteracy by contextualizing it in Islamic religious education at the junior high school level. Multiliteracy in PAI not only includes textual, digital, media, and cultural literacy, but also spiritual literacy and Islamic values that serve as the foundation and integrator of these four dimensions. This finding aligns with research on multiliteracy-based PAI learning design (2025) which identified four domains of multiliteracy: textual, digital, media, and cultural literacy.

Practically, this research provides recommendations for the development of multiliteracy-based PAI learning at SMP Negeri 1 Punggur and other schools. *First*, educational institutions need to develop policies that support the integration of multiliteracy in the PAI curriculum, including the provision of infrastructure and teacher training. *Second*, PAI teachers need to develop digital and pedagogical competence through continuous training and professional development. *Third*, the

development of multiliteracy-based interactive media needs to involve teachers, students, and other stakeholders to ensure relevance and effectiveness. *Fourth*, PAI learning evaluation needs to include assessment of student multiliteracy development, not only cognitive aspects but also affective and psychomotor aspects.

5. CONCLUSION AND SUGGESTIONS

This research concludes that the implementation of multiliteracy in Islamic Religious Education (PAI) learning through interactive learning media at SMP Negeri 1 Punggur, Central Lampung, has been running with varying levels of implementation across multiliteracy dimensions. The four dimensions of multiliteracy—textual, digital, media, and cultural literacy—are integrated in PAI learning through the use of interactive media such as educational videos, PowerPoint visual presentations, digital quizzes (Kahoot/Quizizz), and learning simulations. Interactive media has proven to play a significant role in increasing learning interest, active participation, and students' understanding of abstract PAI material. Textual literacy shows the highest level of implementation, while media literacy shows the lowest level, indicating the need for more comprehensive development in the dimensions of media and digital literacy.

The implementation of multiliteracy at SMP Negeri 1 Punggur faces a number of challenges, including limited teacher digital competence, lack of training, limited infrastructure, and dense curriculum load. However, supporting factors such as teacher creativity, student enthusiasm, flexibility of the Merdeka Curriculum, and principal support provide opportunities for further development. This research recommends strengthening multiliteracy-based planning, implementation, and evaluation, improving PAI teachers' digital competence through continuous training, developing more innovative and contextual interactive media, and integrating Islamic values such as *tabayyun* and *amanah* in multiliteracy practices. Thus, the implementation of multiliteracy in PAI learning through interactive media at SMP Negeri 1 Punggur is expected to prepare students to face the challenges of the digital era without losing their Islamic identity and moral character.

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