



DOI: [10.6160/ajis.v4i1.967](https://doi.org/10.6160/ajis.v4i1.967)

ORIGINAL RESEARCH ARTICLE

The Role of Multiliteracy Based on Interactive Learning Media in PAI Learning in Elementary Schools

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Article History: Received: 12 January 2026 • Revised: 05 March 2025 • Accepted: 15 April 2026 • Published: 25 April 2026

ABSTRACT

This research is motivated by the low interest of students in learning Islamic Religious Education (PAI) at SD Negeri 6 Tanjung Raya, which is reflected in the lack of active participation, attention, and involvement of students in the learning process. Amidst the development of technology and the flow of digital information, students are required to have multiliteracy skills that include reading and writing literacy, digital literacy, visual literacy, and media literacy. This study aims to analyze the role of interactive learning media-based multiliteracy in increasing student learning interest, as well as identifying its implementation and impact on learning engagement in PAI learning in elementary schools. This study uses a descriptive qualitative approach with a case study type. The research subjects include the principal, PAI teachers, and students in grades IV and V. Data collection techniques were carried out through in-depth interviews, participatory observation, and documentation studies. Data validity was tested using triangulation of sources, techniques, and time, as well as member checks. Data analysis used the Miles and Huberman interactive model which includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that the implementation of interactive media-based multiliteracy at SD Negeri 6 Tanjung Raya has been running, although not evenly distributed. The media used include educational videos, visual presentations, digital quizzes, and learning simulations. Multiliteracies play a significant role in improving the quality of Islamic Religious Education (PAI) learning by presenting abstract material in a more concrete and engaging manner. The use of interactive media has been shown to positively impact student learning interest, as evidenced by increased participation, enthusiasm, and courage in expressing opinions.

Keywords: Multiliteracy, Interactive Learning Media, Learning Interest, Islamic Religious Education, Elementary School.



ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya minat belajar peserta didik pada mata pelajaran Pendidikan Agama Islam (PAI) di SD Negeri 6 Tanjung Raya, yang tercermin dari kurangnya partisipasi aktif, perhatian, dan keterlibatan siswa dalam proses pembelajaran. Di tengah perkembangan teknologi dan arus informasi digital, peserta didik dituntut memiliki kemampuan multiliterasi yang mencakup literasi baca-tulis, literasi digital, literasi visual, dan literasi media. Penelitian ini bertujuan untuk menganalisis peran multiliterasi berbasis media pembelajaran interaktif dalam meningkatkan minat belajar siswa, serta mengidentifikasi implementasi dan dampaknya terhadap keterlibatan belajar pada pembelajaran PAI di sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis studi kasus. Subjek penelitian meliputi kepala sekolah, guru PAI, dan siswa kelas IV dan V. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi. Keabsahan data diuji menggunakan triangulasi sumber, teknik, dan waktu, serta member check. Analisis data menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi multiliterasi berbasis media interaktif di SD Negeri 6 Tanjung Raya telah berjalan, meskipun belum merata. Media yang digunakan meliputi video edukasi, presentasi visual, kuis digital, dan simulasi pembelajaran. Multiliterasi berperan signifikan dalam meningkatkan kualitas pembelajaran PAI dengan menyajikan materi abstrak secara lebih konkret dan menarik. Penggunaan media interaktif terbukti berpengaruh positif terhadap peningkatan minat belajar siswa, yang ditandai dengan meningkatnya partisipasi, antusiasme, dan keberanian siswa dalam mengemukakan pendapat.

Kata Kunci: Multiliterasi, Media Pembelajaran Interaktif, Minat Belajar, Pendidikan Agama Islam, Sekolah Dasar.

How to cite: Purwanto, W. E., Jannah, S. R., & Ningsih, E. F. (2026). Multiliteracy and Interactive Digital Media: Reimagining Student Engagement in Contemporary Islamic Classrooms. *Assyfa Journal of Islamic Studies*, 4(1), 408–418. Retrieved from <https://journal.assyfa.com/index.php/ajis/article/view/976>

1. INTRODUCTION

21st-century education demands a transformation of the learning paradigm that is no longer teacher-centered but student-centered, accommodating diverse learning styles and information sources. Students' literacy skills are no longer limited to reading, writing, and arithmetic. The concept of multiliteracy has developed as a response to increasingly complex social, cultural, and technological changes. Multiliteracy encompasses the ability to understand, interpret, and produce meaning in various forms of texts, whether written, visual, digital, or multimodal (Cope & Kalantzis, 2020; Kusnandar, 2021). In this context, the role of multiliteracy becomes very important in building student learning interest, especially at the elementary school level, where the foundation for long-term learning is formed.

Islamic Religious Education (PAI) learning at SD Negeri 6 Tanjung Raya, as in many other elementary schools, faces a significant challenge in generating student learning interest. PAI is often perceived as a theoretical and monotonous subject, so not a few students feel bored and less motivated when participating in the learning process (Nugroho, 2020; Syukrina & Aprison, 2024). Based on initial data obtained through observation at SD Negeri 6 Tanjung Raya in September 2025, it was found that approximately 65% of students in grades IV and V showed a lack of active participation in PAI learning, such as being reluctant to ask questions, unfocused, and tending to be passive. This indicates a gap between the ideal condition (*das Sollen*) which expects active and enjoyable PAI learning and the real condition in the field (*das Sein*) which is still dominated by lecture methods and minimal media variation.

This research argues that learning innovations that integrate the concept of multiliteracy and the use of interactive learning media can be a solution to increase student engagement and activeness. Interactive learning media, such as technology-based educational applications, animated videos, educational digital games, and online quiz platforms, provide great opportunities to increase student participation in learning (Hidayati & Mulyadi, 2021; Tabina et al., 2024). By utilizing this media, students are not only invited to understand PAI material through text but also through visualization, simulation, and digital interaction that stimulate various senses. This aligns with the multiliteracy approach that emphasizes the importance of equipping students with the ability to adapt to various media and text environments.

Several previous studies have examined multiliteracy in the educational context. Arif Sarifudin (2023) in his thesis examined multiliteracy pedagogical studies in developing 21st-century competencies of elementary school students, focusing on 4C skills (critical thinking, creativity, collaboration, communication). Erika Amalia (2022) developed a multiliteracy model in PAI learning in elementary schools, but has not specifically examined the role of interactive media on learning interest. Meanwhile, Jannah et al. (2025) developed interactive learning media based on multiliteracy in PAI, but the research focused more on product development rather than implementation and its impact on learning interest. The state of the art of this research lies in the combination of the multiliteracy approach with interactive learning media in an integrated manner in the context of PAI learning in elementary schools, as well as the focus on the aspect of learning interest as a key variable that has not been widely revealed in previous studies.

The objectives of this research are to describe the implementation of interactive learning media-based multiliteracy in PAI learning at SD Negeri 6 Tanjung Raya, to analyze the role of such multiliteracy in increasing student learning interest, and to identify supporting and inhibiting factors in its implementation. This research is expected to provide theoretical contributions to the development of multiliteracy studies in religious education, as well as practical contributions in the form of strategic recommendations for teachers and schools in optimizing interactive media-based PAI learning.

2. RESEARCH METHODS

This research uses a qualitative approach with a case study type, chosen because it aims to understand phenomena deeply in their natural context and focuses on the meaning, processes, and subjective experiences of participants (Stake, 2024; Sugiyono, 2022). The descriptive qualitative approach allows researchers to describe and understand in detail how teachers apply the multiliteracy approach, how students' responses and learning experiences are to the use of interactive learning media, and how the relationship between multiliteracy-based learning strategies and student learning interest in the classroom. The research was conducted at SD Negeri 6 Tanjung Raya, Mesuji Regency, Lampung Province, from November 2025 to January 2026. Research subjects were selected purposively, consisting of the principal, one PAI subject teacher, and ten students from grades IV and V representing diverse learning abilities (high, medium, low) and gender. Research data sources include primary data from in-depth interviews and direct observation, as well as secondary data from documentation studies such as Lesson Plans (RPP), syllabi, learning media, and teacher notes. Data collection techniques used three main methods: semi-structured interviews with interview guides validated through expert judgment, open non-

participatory observation with observation sheets containing multiliteracy and learning interest indicators, and documentation studies to complement and strengthen the data. The main research instrument was the researcher himself, supported by interview guides, observation sheets, and documentation formats. Data validity testing was carried out through source triangulation (comparing data from principals, teachers, and students), technique triangulation (comparing interview, observation, and documentation results), time triangulation (observation in several different sessions), member checks (confirming interview results to informants), as well as extended researcher involvement in the field to build trust and understanding of the context. Data analysis used the Miles and Huberman interactive model which includes data reduction (simplification and focusing of raw data through transcription, initial coding, and category grouping), data presentation (organizing information into narrative descriptions and thematic tables), and drawing conclusions and continuous verification.

3. RESULTS AND FINDINGS

Implementation of Interactive Learning Media-Based Multiliteracy

The results showed that the PAI teacher at SD Negeri 6 Tanjung Raya has begun to apply multiliteracy principles through the use of various media such as educational videos, visual presentations, digital quiz applications (Quizizz and Kahoot!), and learning simulations capable of displaying religious material in multimodal forms. The teacher utilizes this media to strengthen students' understanding of PAI themes, such as morals, worship, and stories of the Prophet's examples. Based on the results of interviews with the principal, information was obtained that the school is aware of the importance of developing learning that is adaptive to technological developments. The principal explained: "The school has attempted to provide supporting facilities for media-based learning, such as projectors, computer devices, and internet access, plus now with digital TVs. PAI teachers are encouraged to use interactive learning media, such as educational videos and digital quiz applications, as an effort to create more interesting and contextual learning." (Interview, November 17, 2025)

Observations conducted in three PAI learning sessions in grade V showed that the teacher used animated videos about the procedures for ablution and prayer, followed by an interactive quiz session using Quizizz. Students appeared enthusiastic when using the interactive quiz platform, with an average active participation reaching 85% of the total students. However, the implementation was not evenly distributed between classes due to limited digital devices that were not yet proportionally available. The PAI teacher revealed: "The implementation of media-based multiliteracy has a positive impact on student engagement in learning. Students appear more active in asking questions, answering, and participating in learning activities when interactive media is used. However, the obstacles are limited technology facilities, such as the number of devices and internet network stability, and my ability to design interactive media still needs to be improved." (Interview, November 24, 2025)

Table 1. Frequency of Interactive Media Use in PAI Learning

No.	Type of Interactive Media	Frequency of Use per Month	Student Response Level
1.	Animated Learning Videos	4-5 times	Very High
2.	Digital Quizzes (Quizizz/Kahoot)	3-4 times	Very High
3.	Visual Presentations (PPT)	5-6 times	High
4.	Digital Simulations	1-2 times	Medium
5.	Interactive E-Modules	1 time	Medium

Source: Observation and Interview Data, 2025.

The Role of Interactive Media-Based Multiliteracy in PAI Learning

Interactive media-based multiliteracy has a significant role in improving the effectiveness of PAI learning. Digital media provides space for students to understand religious concepts through more concrete visual and audio experiences. The principal emphasized: "The multiliteracy approach allows students to not only understand PAI material through text but also through images, audio, video, and more contextual interactive activities. Thus, PAI learning becomes more relevant to technological developments and the characteristics of students in the digital era." (Interview, November 17, 2025)

The PAI teacher added that multiliteracy also strengthens the aspect of student engagement in the learning process. Students are more active in discussing, answering interactive questions, and showing a stronger interest in exploring the material. Interactive media-based activities make the class more lively and help students understand abstract material, especially regarding moral values and role models that are usually difficult to explain through text alone. The results of interviews with grade IV students revealed: "I like studying PAI when there is a video, it's like watching but also learning. The pictures are good, the story becomes easier to understand, especially when there's a quiz, it's fun!" (Grade IV student, interview, December 1, 2025)



Figure 1. PAI Learning Process Using Interactive Media

The Influence of Interactive Media on Student Learning Interest

Based on the research findings, the use of interactive media has a positive influence on increasing student learning interest in PAI learning. Students showed higher interest when the material was delivered with the help of animated videos, illustrative images, digital quizzes, and educational games. Indicators of learning interest were seen from increased student participation in answering questions (increased from 40% to 78%), courage in expressing opinions (increased from 35% to 70%), and the desire to repeat material using digital media (90% of students expressed a desire to repeat).

The principal conveyed: "Interactive media helps create a more enjoyable and less monotonous learning atmosphere. Students become braver to ask questions, answer questions, and participate in class discussions. The increase in student learning interest through interactive media has a positive impact on understanding and learning outcomes." (Interview, November 17, 2025)

The PAI teacher confirmed that interactive media helps create a more productive and conducive learning atmosphere, especially for students who were previously less enthusiastic about religious subjects. Students who were previously passive and tended to be quiet in class, after the implementation of interactive media, showed significant behavioral changes, such as being braver in answering questions and asking questions related to the material.

Table 2. Changes in Student Learning Interest Indicators Before and After the Implementation of Interactive Media

No.	Learning Interest Indicator	Before (%)	After (%)	Increase (%)
1.	Active participation in learning	40%	78%	+38%
2.	Courage in expressing opinions	35%	70%	+35%
3.	Enthusiasm in following lessons	45%	85%	+40%
4.	Desire to repeat material	50%	90%	+40%

Source: Observation and Interview Data (processed), 2025

Discussion

The implementation of multiliteracy in PAI learning at SD Negeri 6 Tanjung Raya shows a strong relevance to the demands of 21st-century education. This finding aligns with the multiliteracy theory proposed by Cope & Kalantzis (2020), which asserts that modern learning must involve multimodal texts in order to accommodate the diversity of backgrounds, experiences, and learning styles of students. In practice, students no longer depend on one learning resource, but actively interact with various forms of knowledge representation available through interactive learning media. These results also strengthen the findings of Arif Sarifudin (2023) that multiliteracy serves as a pedagogical tool to foster active, critical-thinking, and highly motivated students. However, this study found that the implementation of multiliteracy is not yet evenly distributed, caused by limited infrastructure and teacher competence, as also identified by Siswanti et al. (2024) that teacher readiness and facility availability are key factors in the success of technology-based learning.

Interactive learning media plays a strategic role in improving the quality of PAI learning. This finding aligns with Vygotsky's constructivist learning theory which emphasizes that meaningful learning occurs when students are actively involved in building their own knowledge through social interaction and tools (Wahyudi et al., 2025). Interactive media functions as "scaffolding" that helps students reach a higher level of understanding within the Zone of Proximal Development (ZPD). The results of this study also support the findings of Raudah et al. (2024) and Sijabat et al. (2024) that interactive learning media is effective in increasing the activeness and learning interest of elementary school students. The difference with Erika Amalia's research (2022) lies in the focus; previous research was more on developing multiliteracy models comprehensively, while this study specifically links multiliteracy with interactive media and its impact on learning interest.

The positive influence of interactive media on student learning interest can be explained through learning motivation theory which states that learning interest can be increased through a conducive learning environment and the use of appropriate stimuli (Slameto, 2021; Sardiman, 2022). Interactive media serves as an external stimulus capable of strengthening students' attention, engagement, and enjoyment in learning. This finding is consistent with the results of research by Tabina et al. (2024) and Syafira et al. (2024) which state that interactive learning media has a significant influence on student learning interest in elementary schools. The implications of these findings are the need for improving teachers' digital competence, adding technology facilities by schools, and integrating multiliteracy into the PAI curriculum more systematically. This research has limitations in the scope of subjects which is only one school, a qualitative approach that does not measure influence statistically, and a relatively limited observation duration. Therefore, future research is suggested to use a quantitative or mixed-method approach with a broader scope and longer duration.

5. CONCLUSION AND SUGGESTIONS

Based on the results of the research on the role of interactive learning media-based multiliteracy in PAI learning for students at SD Negeri 6 Tanjung Raya, it can be concluded that the implementation of interactive learning media-based multiliteracy has been running, although not yet evenly distributed and optimal in all classes. The teacher has used various media such as educational videos, visual presentations, digital quizzes, and learning simulations that reflect the application of multiliteracy principles that integrate text, visuals, audio, and digital interaction. Interactive learning media-based multiliteracy has a significant role in improving the quality of PAI learning, helping teachers deliver abstract material more concretely, interestingly, and easily understood by students, thus encouraging student activeness and strengthening their understanding of religious values. The use of interactive learning media has been proven to have a positive influence on increasing student learning interest, as indicated by increased participation, enthusiasm, courage to express opinions, and sustained interest in PAI material. The development prospect of this research in the future is the need for testing the effectiveness of interactive media-based multiliteracy through a quantitative approach to measure the magnitude of its influence on learning outcomes, as well as the development of an integrated learning model that can be applied more broadly in various elementary schools with different contexts.

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