



THE EFFECT OF IMPLEMENTING INTERACTIVE VIDEO-BASED E-LEARNING ON MOTIVATION TO LEARN THE ARBA'IN NABAWI HADITH

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ABSTRACT

The use of digital media, such as educational games in digital format, not only increases learning motivation, but can also help introduce technology to students from an early age, so that they become familiar and proficient in using it. In addition, digital skills are also important to prepare a generation that is able to compete in the technological era. This study aims to analyze the effect of implementing interactive video-based e-learning on students' learning motivation in the subject of Hadith Arba'in Nawawi at SMP IT Al-Amri. The background of this study is based on the low learning motivation of students due to the dominance of conventional learning methods with minimal interaction and the suboptimal use of digital media by educators. This study uses a quantitative approach with an experimental design, involving 30 students as a sample. The research instrument in the form of a questionnaire was validated through validity and reliability tests, with a Cronbach's Alpha result of 0.905 indicating high consistency. Data analysis was carried out using simple linear regression through the SPSS version 31 application. The results showed that interactive video-based e-learning had a significant effect on students' learning motivation with a coefficient of determination (R^2) of 0.236. This means that 23.6% of the variation in students' learning motivation can be explained by the use of interactive video media, while the rest is influenced by other factors. These findings indicate the importance of digital innovation in religious learning to increase student engagement and interest in learning, especially in the context of Islamic education. This study recommends that teachers be more active in developing digital learning media that are contextual, interesting, and in accordance with the characteristics of digital generation students.

Keywords: *E-Learning, Interactive Video, Learning Motivation*

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INTRODUCTION

The development of information technology (ICT) has brought changes in the world of education. The learning process is no longer limited to the classroom, but can be done flexibly through various digital platforms. One form of this innovation is the implementation of interactive video-based e-learning, which allows students to learn visually, auditorily, and participatively ([Huda, 2020](#)). This media serves as a learning solution that not only conveys information, but also fosters student interest and active engagement through interactive features such as quizzes and simulations. Thus, the integration of ICT in education is not only relevant but also essential in order to address the challenges of learning in this modern era. ([Salsabila et al., 2023](#))

In SMP IT AL-Amri, the learning process of Islamic Religious Education, especially the Hadith of Arbain Nabawi, is still dominated by the lecture method which is one-way and has minimal interaction. This causes low student involvement in learning and has an impact on low learning motivation, both in terms of attention, interest, and the desire to understand and practice the contents of the hadith. Students tend to be passive and less interested because the material is presented in text form without adequate visual support. Students are often only directed to memorize the text of the hadith and its meaning, this causes students to have difficulty in understanding the relevance of the hadith to everyday life.

In addition, at SMP IT Al-amri, the lack of use of varied learning media is one of the factors in the low interest and motivation of students to learn. Teachers have not maximized the potential of available technology, such as learning videos, animations, or other digital platforms, which can actually help explain the meaning of the hadith contextually and interestingly. In fact, the characteristics of students today are included in generation Z who are very familiar with technology and tend to be more responsive to visual and interactive media-based learning. This requires educators to improve their ability to use digital tools and adapt strategies in teaching to suit the demands of the times ([Pawinanto et al., 2023](#)).

Student learning motivation is an important aspect in education that affects the results and quality of student learning. In schools, there are several problems that are often found related to learning motivation, including low interest, lack of activity in learning, and lack of support from the learning environment. Low interest in students is often caused by conventional and monotonous learning approaches, which do not attract students' attention ([Permana, 2018](#)). In addition, students are also often less active in the learning process which is the result of a lack of involvement in learning activities, the level of student activity is greatly influenced by the way the teacher and students interact, students who are not involved in the learning process through discussion or Q&A tend to be passive ([Immanuella et al., 2023](#)). External factors, including interpersonal competence between students and teachers, also greatly influence learning motivation. The quality of social relationships between students plays an important role in increasing learning motivation (Gustatalantu & Rusmawati, 2022). To overcome this problem, innovation and adaptation in more interactive learning methods are needed.

The development of educational technology has entered a significant phase, especially with the emergence of innovations such as e-learning and interactive video. E-learning, or bold learning, allows the educational process to take place outside the traditional classroom, providing broader and more flexible access to education for students at all levels. With easy access to information and various learning resources that can be achieved boldly, this encourages an increase in the quality of learning ([Miasari et al., 2022](#)). In addition, interactive videos as digital-based learning media increasingly provide a more dynamic and interesting learning experience, making students more involved in the learning process ([Ariyanti & Yunus, 2023](#)).

Innovation in digital-based learning is very important considering the demands of the increasingly modern era. In the 21st century, society is faced with the dynamics of rapid change, demanding the education system to adapt and transform ([Anggraeni et al., 2023](#)). The use of digital media, such as educational games in digital format, not only increases learning motivation, but can also help introduce technology to students from an early age, so that they become familiar and proficient in using it ([Yustian, 2021](#)). In addition, digital skills are also important to prepare a generation that is able to compete in the technological era. With this, the importance of digital-based learning innovation can be seen from how educational technology not only improves the quality of learning but also shapes students' characters and skills that are relevant to current world developments ([Salsabila et al., 2023](#)).

Based on the background that has been explained, learning the hadith of arbain nabawi at SMP IT Al-Amri is still dominated by conventional methods that are less interactive, so that it has an impact on low student learning motivation. In fact, with the development of current technology, interactive video-based e-learning is one of the alternative learning media that can increase students' interest in understanding religious material in a more enjoyable and meaningful way. This study aims to determine and analyze the effect of implementing interactive video-based e-learning on the motivation to learn the hadith of arbain nabawi in students at SMP IT Al-Amri. Through this study, it is expected to be known how much contribution interactive video media makes in increasing students' attention, interest, and involvement in the hadith learning process.

This research is expected to provide several benefits. Theoretically, this research can enrich the scientific treasury in the field of Islamic education, especially related to the use of digital learning media to increase student learning motivation. Practically, the results of this study can provide input to Islamic religious education teachers in choosing more effective and interesting learning media for students. For students, the use of interactive videos is expected to facilitate understanding of hadith material, while increasing enthusiasm and participation in learning.

METHODS

This study uses a quantitative approach with an experimental design to analyze the effect of implementing interactive video-based e-learning on the motivation to learn Hadith Arbain Nabawi at SMP IT Al-Amri. The research sample consisted of 30

students who participated in learning using interactive video media. Data were collected through a questionnaire that measured two main aspects, namely motivation to learn Hadith which includes students' attention, interest, and involvement, and the use of interactive videos that measure students' interest, clarity of material, and involvement in learning. The questionnaire was distributed after the implementation of learning to measure changes in student motivation and evaluate their perceptions of the effectiveness of interactive videos. The data was analyzed using SPSS 31, then validity and reliability were assessed. The following is a display of the SPSS 31 application.

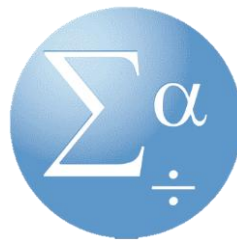


Figure 1. SPSS 31 Application

The collected data will be analyzed using paired t-test to test whether there is a significant difference in students' learning motivation after using interactive videos. In addition, the questionnaire will be tested for validity and reliability using expert assessment and Cronbach's Alpha to ensure the quality of the instrument. This study is expected to provide insight into the effect of interactive videos on learning motivation of Hadith Arbain Nabawi and provide recommendations for the application of technology in learning in schools.

RESULT AND DISCUSSION

Research result

This research was conducted at SMP IT Al-Amri Probolinggo in the 2023/2024 academic year, precisely on May 12-15, 2024. The purpose of this study was to determine the effect of implementing interactive video-based e-learning on students' learning motivation in Islamic Religious Education subjects, especially the material of Hadith Arba'in Nawawi. This research is included in the type of ex-post facto research, because the independent variable (use of interactive video) has occurred without any direct treatment from the researcher.

Researchers obtained data through several methods, namely questionnaires, observations, and validity and reliability tests. The questionnaire sheets were distributed to students as respondents to determine the level of learning motivation after using interactive videos, while observations were used to strengthen quantitative data and see student involvement directly in the learning process.

The data obtained were analyzed quantitatively using SPSS version 31, by presenting the data in the form of tables which were then calculated and tested through validity, reliability, and simple linear regression tests.

1. Research Instrument Test Results

a. Validity Test

In the validity test, the researcher used SPSS 24 to analyze the results of the learning motivation questionnaire. The number of respondents used was 22 students. Based on the validity test results table, the r count value was obtained $> r$ table (0.396) for all questions.

Table 1. Validity Test of Interactive Video Variable Questionnaire Instrument

No	Variabel	Rhitung	Rtabel	Keterangan
1.	Interactive Video	0,805	0,396	Valid
2.		0,647	0,396	Valid
3.		0,783	0,396	Valid
4.		0,653	0,396	Valid
5.		0,601	0,396	Valid
6.		0,703	0,396	Valid
7.		0,741	0,396	Valid
8.		0,653	0,396	Valid
9.		0,616	0,396	Valid
10.		0,749	0,396	Valid
11.		0,549	0,396	Valid
12.		0,573	0,396	Valid
13.		0,653	0,396	Valid
14.		0,676	0,396	Valid
15.		0,516	0,396	Valid

Source: Processed Results of SPSS 31.

Based on the decision-making requirements, a variable can be declared valid if the R count value $> R$ table. In this study, the number of respondents was 15 students, so at a significance level of 5% ($df = n - 2 = 20$), the R table value was 0.396. Based on the results of the validity test in the table above, all items in the interactive video instrument (X) showed an R count value $> R$ table (0.396), so it can be concluded that all items in the instrument were declared valid.

Table 2. Validity Test of Questionnaire Instrument for Dependent Variable of Student Learning Outcomes

No	Variabel	Rhitung	Rtabel	Keterangan
1.	Student Learning Motivation	0,395	0,396	Valid
2.		0,480	0,396	Valid
3.		0,733	0,396	Valid
4.		0,644	0,396	Valid
5.		0,739	0,396	Valid
6.		0,546	0,396	Valid
7.		0,600	0,396	Valid
8.		0,608	0,396	Valid
9.		0,515	0,396	Valid

10.	0,693	0,396	Valid
11.	0,653	0,396	Valid
12.	0,453	0,396	Valid
13.	0,661	0,396	Valid
14.	0,315	0,396	Valid
15.	0,461	0,396	Valid

Source: Processed Results of SPSS 31.

Based on the results of the instrument validity test on the dependent variable, namely student learning outcomes, the Rcount value was compared with Rtable of 0.396 (with the number of respondents as many as 15 students, at a significance level of 5%). The results of data processing show that all statement items have an Rcount value $>$ Rtable, so it can be concluded that all question items in the student learning outcome questionnaire are declared Valid.

b. Reliability Test

Based on the decision-making requirements, an instrument is declared reliable if the Cronbach's Alpha value is $>$ 0.60, and conversely if the Cronbach's Alpha value is $<$ 0.60 then the instrument is not reliable.

Table 3. Results of the Reliability Test of the Student Learning Outcomes Questionnaire Instrument

Variabel	Cronbach Alpha	Batasan	Keterangan
Hasil Belajar Siswa	0,905	0,60	Reliabel

Source: Processed Results of SPSS 31.

Based on the results of the reliability test in table 3 above, the student learning outcome variable obtained a Cronbach Alpha value of $0.905 > 0.60$, so the instrument was declared reliable and met the requirements for further testing.

Table 4. Simple Linear Regression Test Results to Determine the Value of the Determination Coefficient (KD)

	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,486	0,236	0,212	2,54828

Source: Processed Results of SPSS 31.

Based on Table 4 above, the coefficient of determination (R Square) value is 0.236 or 23.6%, which means that the video variable contributes 23.6% to changes in student learning outcomes. While the remaining 76.4% is influenced by other factors outside the variables studied. The Adjusted R Square value of 0.212 indicates that the model is quite good at explaining the effect of video on learning outcomes. Meanwhile, the R value of 0.486 indicates a moderate positive relationship between the two variables.

Discussion Results

This study was conducted on students of SMPIT Al Amri Probolinggo with a sample size of 30 students. Before the main analysis was conducted, the researcher tested the quality of the instrument through validity and reliability tests. In the validity test, the instrument was distributed to 15 respondents. With a significance level of 5% ($df = n - 2 = 13$) the eligibility criteria were taken at $R_{table} = 0.396$. All 15 statement items showed $R_{count} > 0.396$, so that each item in the learning motivation questionnaire was declared valid and worthy of measuring the intended variable.

Furthermore, the reliability test produced a Cronbach's Alpha value of 0.905, far above the minimum limit of 0.60. This confirms that the instrument has very good internal consistency; in other words, all questionnaire items provide stable and reliable results for further research data collection. The results of the simple linear regression analysis shown in Table 4 show that the R value of 0.486 indicates a moderate positive relationship between the use of interactive videos and students' learning motivation. The R Square value of 0.236 means that interactive videos contribute 23.6% to changes in students' learning motivation, while the remaining 76.4% is influenced by other factors outside the variables studied. Furthermore, the Adjusted R Square value of 0.212 indicates that the regression model used is good enough to represent the sample population. Meanwhile, the Standard Error of the Estimate value of 2.64828 indicates that the model's prediction error rate is still within reasonable limits, so the model is suitable for use in this study.

Thus, it can be concluded that the implementation of interactive video-based e-learning has a real and positive influence on increasing the motivation to learn Hadith Arba'in Nawawi in SMPIT Al Amri students. However, the large contribution of 23.6% also indicates the need for attention to other factors such as teacher teaching strategies, learning environments, and individual characteristics of students to optimally foster their learning motivation.

CONCLUSIONS

Based on the results of the research that has been conducted on the effect of implementing interactive video-based e-learning on students' learning motivation in Islamic Religious Education subjects at SMP IT Al-Amri Probolinggo, it can be concluded that the use of interactive videos has a significant effect on students' learning motivation. This is proven through data analysis using SPSS 31 which shows the R Square determination coefficient value of 0.236 or 23.6%, which means that the interactive video variable (X) contributes to changes in students' learning motivation (Y), while the rest is influenced by other factors.

This finding is in line with previous research which states that interactive video-based learning media can attract attention, increase interest, and encourage student involvement in the learning process. Therefore, an active role of teachers is needed in developing interesting digital learning media, as well as creating an interactive and enjoyable learning atmosphere. By utilizing technology optimally, the learning process, especially in Hadith material, can be more contextual, interesting, and in accordance with the characteristics of today's digital generation.

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