

EXPLORATION OF THE USE OF AUTOPLAY LEARNING MEDIA IN INCREASING STUDENTS' INTEREST AND LEARNING OUTCOMES IN ISLAMIC EDUCATION SUBJECT AT MA NURUL AKBAR PONGKA, BONE REGENCY

EKSPLORASI PENGGUNAAN MEDIA PEMBELAJARAN AUTOPLAY DALAM MENINGKATKAN MINAT DAN HASIL BELAJAR SISWA PADA MATA PELAJARAN PAI DI MA NURUL AKBAR PONGKA KAB. BONE

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ABSTRACT

This study explores the use of autoplay learning media to enhance student interest and learning outcomes in Islamic Religious Education (PAI) at MA Nurul Akbar Pongka, Bone Regency. Using a qualitative field research design with pedagogical and psychological approaches, data were collected through interviews, observations, and document analysis. Findings reveal that autoplay media facilitates engaging content delivery through integrated text, visuals, audio, and video. Its implementation spanning planning, execution, and evaluation positively influences student interest and supports cognitive, affective, and psychomotor learning outcomes. Supporting factors include adequate facilities and institutional backing, while challenges involve technical limitations and lack of training.

Keywords: Autoplay Media, Student Interest, Learning Outcomes, Islamic Education

ABSTRAK

Penelitian ini mengeksplorasi penggunaan media pembelajaran autoplay dalam meningkatkan minat dan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di MA Nurul Akbar Pongka, Kabupaten Bone. Dengan pendekatan kualitatif dan desain penelitian lapangan yang menggabungkan pendekatan pedagogis dan psikologis, data dikumpulkan melalui wawancara, observasi, dan analisis dokumen. Hasil penelitian menunjukkan bahwa media autoplay memfasilitasi penyampaian materi yang menarik melalui integrasi teks, visual, audio, dan video. Pelaksanaannya yang mencakup perencanaan, pelaksanaan, dan evaluasi berdampak positif terhadap minat belajar siswa serta mendukung pencapaian hasil belajar pada ranah kognitif, afektif, dan psikomotorik. Faktor pendukung meliputi ketersediaan fasilitas dan dukungan kelembagaan, sementara kendala utama berupa keterbatasan teknis dan kurangnya pelatihan.

Kata Kunci: Media Autoplay, Minat Belajar, Hasil Belajar, Pendidikan Agama Islam

1. INTRODUCTION

Islamic religious education plays a crucial role in shaping students' character and morals. However, challenges in teaching Islamic religious education often arise from teachers' use of conventional, less interactive methods. In line with this, Tiara Aulia Andari, et al., in their research revealed that in the process of teaching Islamic religious education, the methods used by teachers are monotonous and lack variety, such as lectures and textbooks as media. This makes students less enthusiastic in receiving the material presented and has an impact on suboptimal learning outcomes (Nurhayati, 2014).

Interest in learning is a person's condition in showing attention to something, accompanied by a desire to understand, study, and test it more deeply. Interest in learning can be defined as a sense of interest shown by students to be involved in various learning activities, both at home, at school, and in the community. Based on this understanding, it can be concluded that students' interest in learning needs to be continuously improved. With increased interest in learning, students will be more likely to work hard, be persistent, be enthusiastic about the learning process, persevere, and enjoy every challenge. Every obstacle encountered in learning will be viewed as a challenge that must be overcome to achieve the desired results (Tiara, 2023).

Learning outcomes serve as a measure to assess whether learning objectives have been achieved. Learning outcome indicators are demonstrated through observable and measurable changes in behavior, including a person's knowledge, attitudes, and skills. In other words, learning outcomes describe the skills acquired by students after undergoing the learning process. These changes in students after learning are characterized by an increase in their mastery of competencies, which include aspects of knowledge, attitudes, and skills. The benefit of learning outcomes for teachers is that they serve as a tool to measure students' success in achieving learning objectives. Meanwhile, students can also evaluate their achievements in the teacher-guided learning process. Student learning outcomes are measured using various techniques and instruments, including assessments through tests, observations, and individual or group assignments.

Field data obtained by the prospective researcher through initial observations at MA Nurul Akbar Pongka revealed that in the learning process, textbooks as media combined with lecture methods were still used monotonously by teachers, which made students tend not to contribute actively. Furthermore, the methods frequently implemented by teachers have not been effective, with only a few willing to ask questions about material they don't understand. This results in many students still not understanding the material presented, which also impacts student learning outcomes, particularly in Islamic religious education. Thus, this demonstrates the need for more interactive media in the implementation of teaching and learning activities (Masruri, 2011).

Teaching aids are tools used by teachers to deliver learning materials. The goal of using these aids is to engage as many of the students' senses as possible, thereby making it easier for them to understand the material being taught. Thus, media is a tool used by teachers to stimulate students' minds so that they can more easily understand the material being presented.

In today's digital era, technological developments provide significant opportunities for teachers to integrate digital-based learning media into the teaching and learning process. Autoplay can be an alternative to increase learning effectiveness. Autoplay media studio is software which can be used to create a professional presentation. This media offers a more interactive approach by effectively combining text, images, audio, and video, thereby stimulating students' active involvement in the learning process. This presents a significant opportunity, particularly in Islamic religious education subjects, which require engaging delivery techniques to bring spiritual and religious values to life in the modern era (Rudy, 2017).

Based on this explanation, the researcher is interested in conducting research and choosing the title "Exploration of the Use of Learning Media" Autoplaying Improving Student Interest and Learning Outcomes in Islamic Religious Education Subjects at MA Nurul Akbar Pongka, Bone Regency. This study aims to analyze the impact of the use of learning media autoplaying improving student interest and learning outcomes, particularly in Islamic religious education. It is hoped that the results of this research will contribute to the development of more effective, relevant, and appropriate learning media to meet the needs of education in the digital age.

2. METHODS

This research uses a qualitative approach with the type of field research (field research) which is descriptive in nature. The main objective is exploration of the use of learning media/autoplay in increasing students' interest and learning outcomes in the subject of Islamic Education at MA Nurul Akbar Pongka. The approaches used include pedagogical and psychological approaches. The pedagogical approach is used to study and understand problems related to education, learning, and teaching. Psychological approaches are used to knowing the psychological state by looking at the behavior shown by the informant as the object of the research. This research was conducted at MA Nurul Akbar Pongka, Pongka Village, Tellu Siattinge Subdistrict, Bone Regency, an area located in South Sulawesi Province, Indonesia. Primary data sources were obtained through in-depth interviews with teachers and students, direct observation of ongoing activities, and documentation. Secondary data sources included literature, scientific articles, and other supporting references. Data collection instruments consisted of interview guides, observation sheets, and documentation. The focus of data collection was on teachers as educators and students as learners. Data analysis techniques included data reduction, data presentation, and conclusion drawing.

3. RESULTS AND DISCUSSIONS

3.1. The Use of Autoplay Learning Media in Islamic Education Learning at MA Nurul Akbar Pongka Line. Bones

The use of Autoplay learning media in Islamic Religious Education (PAI) at MA Nurul Akbar Pongka has significantly contributed to improving the quality of interactive, systematic, and enjoyable learning. This media integrates text, images, sound, and video in an engaging manner, stimulating cognitive understanding while building student interest and participation in the learning process.

The autoplay implementation process takes place in three main stages: (1) Planning: Teachers make thorough preparations by compiling lesson plans, adapting the material to the media format, and participating in training organized by the madrasah. This training plays a major role in improving teacher competency in designing interactive teaching media. (2) Implementation: Teachers deliver material using autoplay in stages and systematically. This process is accompanied by initial direction to students, classroom arrangement, and management of interactive media displays. Teachers also actively provide additional explanations, conduct questions and answers, and guide students to note important points displayed. (3) Evaluation: Evaluation is carried out in a variety of ways, including oral questions, written tests, group assignments, and creative projects such as video production and re-presentations. This evaluation is contextual and applicable, reflecting an authentic approach that measures students' understanding, skills, and engagement comprehensively.

Furthermore, teachers' appreciation in the form of praise, additional credit, and recognition of students' work contributes to their motivation and enthusiasm for learning. This appreciation is a crucial strategy for creating a positive classroom atmosphere and building a learning culture that values the process and active participation of students. Overall, autoplay has proven effective in helping teachers deliver material efficiently, strengthening student understanding, and fostering more dynamic interactions between teachers and students.

3.2. The Impact of Using Autoplay Learning Media on Students' Learning Interest in Islamic Religious Education Subjects at MA Nurul Akbar Pongka

Use of learning media autoplay has had a significant positive impact on increasing student interest in Islamic Religious Education (PAI) at MA Nurul Akbar Pongka. This media is able to present material in engaging visual and audio formats, creating a more lively, enjoyable, and less monotonous learning environment. Displaying images, illustrations, and videos

tailored to the lesson content has been shown to increase student attention, motivation, and active engagement in the learning process.

Student responses demonstrated that autoplay not only facilitated the understanding of abstract concepts but also encouraged emotional and reflective engagement. Students were able to connect the learning material to their personal experiences, such as religious practices, attitudes of responsibility, honesty, and the value of struggle in Islamic history. This demonstrates a learning process that is not only cognitive but also touches on the affective and moral realms. From a teacher's perspective, autoplay media facilitates the delivery of teaching materials, increases student participation in learning, and creates more dynamic classroom interactions. Teachers also observed that students became more focused, actively asked questions, took notes, and were able to answer questions effectively after the presentation.

Thus, autoplay is not just a tool for conveying information, but also serves as an effective educational medium for fostering interest in learning, deepening conceptual understanding, and shaping student character. Therefore, this medium is worthy of being included in innovative learning strategies to improve the quality of Islamic Religious Education (PAI) learning to make it more meaningful and value-oriented.

3.3. The Impact of Using Autoplay Learning Media on Student Learning Outcomes in Islamic Religious Education Subjects at MA Nurul Akbar Pongka

The use of autoplay learning media in Islamic Religious Education (PAI) at MA Nurul Akbar Pongka has had a very positive impact on student learning outcomes overall. This media can improve student understanding of the material by presenting information visually and auditorily in an engaging, concrete, and contextual way. Autoplay displays help students focus better, avoid boredom, and better remember and explain the material. In addition to enhancing understanding, the use of autoplay also fosters students' emotional engagement in learning. Shows containing moral and spiritual values encourage students to internalize Islamic teachings and foster positive attitudes such as discipline, responsibility, honesty, and religious awareness. Students demonstrate behavioral changes that reflect the implementation of Islamic values in their daily lives, both at school and at home.

In terms of skills, students demonstrated improved abilities in directly and independently practicing their religious duties. Visual displays presented via autoplay made it easier for them to understand the sequence and procedures for performing religious activities such as ablution, prayer, and supplication, as well as proper social etiquette. These behaviors became increasingly automatic due to the habituation they experienced through repeated visual learning. Thus, autoplay media serves not only as a learning aid but also as a means of developing students' religious character. This media can bridge the cognitive, affective, and psychomotor aspects in a unified, meaningful and applicable learning process. Autoplay-based learning strategies have proven effective in improving student learning outcomes in Islamic Religious Education (PAI) and supporting the achievement of holistic educational goals.

3.4. Supporting and Inhibiting Factors in the Use of Autoplay Learning Media in Increasing Student Interest and Learning Outcomes in Islamic Religious Education Subjects at MA Nurul Akbar Pongka

The use of autoplay learning media in Islamic Religious Education (PAI) at MA Nurul Akbar Pongka has positively contributed to improving student interest and learning outcomes. This media presents material in an integrated visual and audio format, making it more engaging and easier for students to understand. Increased interest in learning also encourages active student engagement in the learning process, ultimately resulting in improved learning outcomes.

The successful use of autoplay media is supported by several factors, including the availability of facilities such as televisions and projectors that allow for smooth playback of

materials. Teachers' readiness to develop and present engaging materials that are relevant to students' experiences is also crucial. Support from the madrasah in the form of equipment, training, and appreciation for teacher creativity also strengthens educators' motivation to continue innovating. Furthermore, students' enthusiasm and interest in audiovisual media further strengthen the effectiveness of this learning strategy.

However, the use of autoplay media also faces several obstacles in its implementation. Technical constraints such as power outages, corrupted media files, and disconnected devices are common issues in the field. Furthermore, the limited number of devices means teachers must rotate between devices, making consistent use of these tools difficult. Limited learning time also presents a challenge, especially when the material requires more in-depth explanation. Furthermore, limited technical training and professional development for teachers means many educators still rely on online materials without the ability to optimally develop their own content.

Therefore, optimizing the use of autoplay media requires adequate facilities and infrastructure, an organized schedule, and ongoing training for teachers to design learning media that is more contextual, creative, and tailored to student characteristics. These steps are essential to making autoplay media an integral part of an effective and sustainable learning strategy.

4. CONCLUSION

Use of learning media autoplayThe Islamic Religious Education (PAI) subject at MA Nurul Akbar Pongka has made a significant contribution to improving the overall quality of learning. This media successfully integrates visual and audio elements in an engaging manner, creating an interactive and enjoyable learning process.autoplaywhich is carried out systematically through the planning, implementation and evaluation stages has encouraged teachers to be more creative and students to be more active in the learning process.

In terms of learning interest, autoplay has been proven effective in increasing student attention, interest, and engagement in Islamic Religious Education (PAI) material. Engaging presentations foster a passion for learning, encouraging students to be more reflective and able to relate the material to their personal experiences. This demonstrates that learning occurs not only at the cognitive level but also touches on students' affective and moral aspects.

Positive impacts are also seen in student learning outcomes, including understanding religious concepts, practicing religious practices, and developing Islamic character. Visual displays help students better understand and retain material and encourage behavioral changes toward more religious and responsible behavior. Success of media implementationautoplayThis is supported by several supporting factors, such as the availability of supporting facilities, teacher training, and support from madrasah institutions. However, several obstacles, such as limited equipment, technical constraints, and minimal development training, require attention to prevent hampering learning effectiveness. Therefore, ongoing efforts in procuring facilities, improving teacher capacity, and managing time and learning schedules are key to optimizing the sustainable use of AutoPlay.

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