



THE IMPLEMENTATION OF ENGLISH-BASED INTERACTIVE MULTIMEDIA TO ENHANCE STUDENTS' UNDERSTANDING OF ISLAMIC VALUES

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Abstract : *In the context of Islamic higher education, fostering students' moral development alongside academic competence presents a significant pedagogical challenge. This study explores the implementation of English-based interactive multimedia as an instructional strategy to enhance first-semester students' understanding of Islamic values at STIT Miftahul Midad Lumajang. Employing a qualitative research approach, data were collected through classroom observations and semi-structured interviews with students and lecturers. The findings reveal that the integration of multimedia tools such as digital storytelling, animated videos, and interactive presentations not only increases student engagement but also facilitates deeper reflection on Islamic teachings. Additionally, the use of English as the medium of instruction supports language acquisition while contextualizing moral concepts. The study concludes that English-based interactive multimedia holds significant potential for developing culturally responsive and linguistically integrated moral education in Islamic academic settings. These findings provide useful insights for educators seeking to innovate value-based instruction through digital tools. Future research is encouraged to explore the long-term impact of such multimedia integration on students' character formation and language development.*

Keywords : *English-based Interactive Multimedia; Islamic Values*

Abstrak : *Dalam konteks pendidikan tinggi Islam, mengembangkan karakter moral mahasiswa secara bersamaan dengan kompetensi akademik merupakan tantangan pedagogis yang kompleks. Penelitian ini mengkaji penggunaan multimedia interaktif berbasis bahasa Inggris sebagai strategi pembelajaran untuk meningkatkan pemahaman nilai-nilai Islam pada mahasiswa semester 1 di STIT Miftahul Midad Lumajang. Menggunakan pendekatan kualitatif, data diperoleh melalui observasi kelas dan wawancara semi-terstruktur dengan mahasiswa dan dosen. Hasil penelitian menunjukkan bahwa integrasi alat multimedia seperti cerita digital, video animasi, dan presentasi interaktif tidak hanya meningkatkan keterlibatan mahasiswa, tetapi juga mendorong refleksi yang lebih mendalam terhadap ajaran Islam. Selain itu, penggunaan bahasa Inggris sebagai media pengantar turut mendukung penguasaan bahasa sambil mengontekstualisasikan konsep moral. Penelitian ini menyimpulkan bahwa multimedia interaktif berbasis bahasa Inggris memiliki potensi besar dalam mengembangkan pendidikan nilai yang responsif secara budaya dan terintegrasi secara linguistik di lingkungan akademik Islam. Temuan ini memberikan wawasan yang berguna bagi para pendidik yang ingin melakukan inovasi dalam pembelajaran berbasis nilai melalui pemanfaatan teknologi digital. Penelitian lanjutan disarankan untuk menelusuri dampak jangka panjang integrasi multimedia terhadap pembentukan karakter dan perkembangan bahasa mahasiswa.*

Kata Kunci : *Multimedia Interaktif Berbahasa Inggris; Nilai-nilai Islam*

INTRODUCTION

In the era of rapid technological advancement, the integration of technology into the educational landscape has become not only a trend but also a necessity (Ali, 2020; Castro, 2019; Collins & Halverson, 2018; Harrison & Hutton, 2013; Selwyn, 2021;). The rapid advancement of information and communication technologies has significantly transformed how knowledge is delivered and received, especially in higher education institutions. One of the most promising developments is the use of interactive multimedia, which combines various elements such as text, images, animation, audio, and video to create dynamic and engaging learning environments (Almara'beh, Amer & Sulieman, 2015; Li, Drew & Liu, 2004). These multimodal platforms respond to diverse learning styles and offer interactive features that traditional teaching methods often lack. When incorporated with a target language like English, these tools can serve dual purposes: enhancing language acquisition and fostering deeper understanding of subject content, such as religious or moral values. Consequently, there is growing interest in how such multimedia innovations can be strategically applied in educational settings to support not only academic growth but also the cultivation of character and ethical awareness. Recent research by Yusuf (2024) supports this by showing that video-based conversations significantly enhance student engagement, demonstrating the pedagogical value of digital media in language learning contexts. Similarly, Novitaningrum et al. (2024) emphasize that collaborative and creative approaches to literary texts, aided by technology, can foster deeper cognitive and affective engagement among students.

Islamic values are fundamental components of character development and ethical consciousness, particularly in Islamic higher education institutions (Al Zeera, 2002; Halstead, 2007). These values – such as honesty, respect, compassion, and responsibility – are intended to guide students' behavior, both in academic settings and in their daily lives. However, the conventional methods used to teach these values, often limited to lectures and textbook-based instruction, may not fully resonate with today's generation of learners. Students in their first semester of university, especially those in teacher training institutions like STIT Miftahul Midad Lumajang, are navigating new academic challenges while still shaping their identities. They require engaging and meaningful learning experiences that connect religious teachings with real-world applications. English-based interactive multimedia can play a key role in this process, offering new opportunities to experience, internalize, and reflect upon Islamic values in ways that are both modern and pedagogically sound. The work of Mahmawati and Setiawan (2024) highlights that practical, guided instruction can effectively enhance student expression in creative fields, suggesting that similar methods can be adapted to moral education. Additionally, the modernization efforts at STIT Miftahul Midad, as discussed by Mahmawati et al. (2023), further support the relevance of integrating technology into religious and values-based learning.

The integration of language learning with values education finds theoretical grounding in approaches like Content and Language Integrated Learning (CLIL), which advocate for teaching content subjects through a foreign language to promote both language and cognitive development (Navés, 2009; Wolff, 2009). Within this framework, English-based interactive multimedia becomes a powerful medium through which students can access religious content while simultaneously enhancing their English proficiency (Gil & Adamson,

2011). These multimedia tools may include a wide range of formats, such as animated short films that depict ethical dilemmas based on Islamic teachings, gamified learning applications that test both vocabulary and moral reasoning, and interactive e-books or quizzes that encourage reflection and discussion. By using these resources in the classroom, educators can make abstract values more tangible and relatable, especially for digital-native students who are accustomed to visual and interactive media. Research by Yuswandari and Fitriyah (2024) underscores how visual aids in literary contexts significantly enhance comprehension, a principle that also applies to understanding complex religious or ethical messages when presented through multimedia.

In the classroom context, the use of English-based interactive multimedia also introduces new pedagogical dynamics. Educators are no longer the sole source of information but act as facilitators who guide students through multimedia experiences, prompting analysis, discussion, and personal interpretation. This research, therefore, aims to identify practical examples of English-based interactive multimedia that are suitable for the teaching of Islamic values and to examine how these tools are implemented in actual classroom settings. The study focuses on first-semester students of the English department at STIT Miftahul Midad Lumajang, who are at the beginning of their academic journey and represent a key target group for both language and values education. Through observation, documentation, and analysis of classroom practices, the research seeks to reveal how multimedia can effectively support moral education while maintaining a strong emphasis on English language development. Echoing the findings of Hidayat et al. (2024), project-based and interactive learning environments have been shown to significantly improve language skills, which aligns with the dual objectives of this study.

Ultimately, this study is driven by the belief that educational innovation, when grounded in cultural and religious relevance, has the power to transform the learning experience. By leveraging English-based interactive multimedia, educators can create a more inclusive and participatory learning environment where students not only improve their language proficiency but also deepen their understanding of Islamic values. The findings of this research are expected to contribute to the development of more effective, culturally responsive teaching practices in Islamic higher education. Specifically, the study aims to offer practical insights and pedagogical recommendations for educators seeking to engage first-semester English learners in meaningful explorations of both language and faith-based content in a way that reflects the needs and realities of the 21st-century classroom.

METHOD

This study employed a qualitative research approach to explore how English-based interactive multimedia can enhance first-semester students' understanding of Islamic values in the English Department at STIT Miftahul Midad Lumajang. The qualitative method was chosen to allow an in-depth exploration of participants' experiences, perceptions, and classroom dynamics, which are central to understanding the effectiveness and application of multimedia tools in value-based education. The participants in this study were first-semester students who were purposively selected due to their relevance to the research focus: students who are at the initial stage of their English language learning and character development in a higher Islamic education context. Data collection was carried out using two primary techniques: classroom observation and semi-structured interviews. Observations were conducted to capture how English-based interactive multimedia was integrated into teaching

activities and how students interacted with the materials in real-time. Meanwhile, interviews with both students and lecturers were used to gather deeper insights into their perceptions, engagement, and reflections regarding the multimedia use and its impact on their understanding of Islamic values. The data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification. This model was particularly useful in managing and interpreting the qualitative data systematically, allowing patterns, themes, and meanings to emerge from the observed behaviors and interview narratives. As Creswell (2012) emphasizes, qualitative research is most effective when the researcher seeks to understand a phenomenon within its natural setting, and this study aligns with that principle by immersing itself in the authentic classroom environment. The triangulation of data from observations and interviews strengthened the credibility and validity of the findings, ensuring a comprehensive understanding of how technology can serve both linguistic and moral educational goals in an Islamic academic context.

RESULT AND DISCUSSION

This section presents the findings and discussions of this study concerning to the implementation of English-based interactive multimedia to enhance students' understanding of islamic values.

1. Result

The results of classroom observations revealed that the use of English-based interactive multimedia significantly increased student engagement and participation during lessons that integrated Islamic values. Multimedia resources such as short animated videos, interactive PowerPoint presentations, and digital storytelling applications were observed being used to deliver materials related to themes like honesty, gratitude, respect, and compassion. These values were embedded in narratives or dialogues presented in English, making the learning experience both linguistically enriching and morally reflective. Students responded positively to the visual and auditory stimulation provided by the multimedia content, showing active involvement through note-taking, discussion, and volunteering to answer questions. Lecturers used the media not only to introduce moral concepts but also to stimulate reflection, by pausing videos to ask critical questions and allowing students to express personal interpretations of the messages being conveyed.

Interviews with students indicated that multimedia tools helped them better understand both the English language and the Islamic values presented. Many students stated that the combination of English narration and visual content helped them grasp the meaning of moral concepts more easily, even if they were still developing their English proficiency. Students expressed that the use of multimedia made the learning atmosphere more enjoyable and less intimidating, especially since they were still adapting to university-level English instruction. A recurring theme in student responses was that multimedia resources made abstract Islamic values feel more relatable and applicable to their daily lives. Several students mentioned that seeing real-life scenarios acted out or visualized through animation helped them connect religious teachings to personal experiences, leading to a deeper sense of reflection and internalization.

Lecturers interviewed also acknowledged the pedagogical value of English-based multimedia in the classroom. They shared that these tools allowed them to teach values more

effectively without relying solely on direct instruction. According to them, multimedia helped reduce the cognitive load on students by presenting content in a more accessible and engaging manner. One lecturer mentioned that students were more likely to participate in discussions and respond thoughtfully after being exposed to multimedia material, compared to when traditional lecture methods were used. The integration of English also encouraged students to improve their vocabulary and listening comprehension in a natural context. Lecturers noted that while developing or selecting appropriate multimedia content required more preparation time, the results in terms of student engagement and comprehension were worth the effort.

2. Discussion

The findings of this study support the growing body of literature indicating that multimedia can serve as an effective tool for teaching not only language but also values in an integrated learning environment. The use of English-based interactive multimedia aligns well with the principles of Content and Language Integrated Learning (CLIL), which emphasizes the simultaneous development of content knowledge and language skills (Coyle, Hood, & Marsh, 2010). Through multimedia, students are exposed to contextualized input, which enhances both linguistic competence and moral reasoning. For instance, Lertola (2018) highlights how digital storytelling and subtitled videos can be used in CLIL classrooms to foster deeper cognitive engagement and cultural understanding. Similarly, Yang and Gosling (2014) argue that multimedia resources, when carefully selected, contribute to increased motivation and emotional involvement, particularly in moral and ethical education. These findings are consistent with our study, where students reported greater enthusiasm and reflection when Islamic values were presented through engaging visual and audio formats in English. This finding is also supported by Reinforcing and Sustaining English Skills of Higher Education Students, which found that technology-supported instructional practices can reinforce and sustain higher education students' English skills by increasing engagement and providing meaningful language exposure.

The results also confirm earlier claims that multimedia enhances students' capacity to relate abstract concepts to their own experiences, which is especially important in values education. According to Al Ghazali and Mahmoud (2021), moral education becomes more meaningful when learners are actively involved in the learning process and when moral lessons are contextualized using real-life scenarios. In this study, the use of animation and short films allowed students to see how values such as honesty, compassion, and respect are applied in daily life, thus making moral content more relatable. This finding also aligns with Novitaningrum (2024), who emphasizes that effective English instruction should provide meaningful input and opportunities for students to process ideas before expressing them through productive language skills. This principle aligns with the use of interactive multimedia in this study, as students were encouraged to interpret moral messages and articulate their understanding in English. Furthermore, Multimedia Learning argued in his cognitive theory of multimedia learning that dual-channel input (visual and verbal) facilitates deeper learning and better retention. This principle was clearly evident in how students in this study could understand complex values despite their limited English proficiency.

Furthermore, the role of the teacher remains central in maximizing the effectiveness of multimedia-based moral instruction. As Pinho and Andrade (2020) noted, the success of multimedia in moral education depends largely on the educator's ability to guide reflection

and encourage dialogue. Teachers in this study who actively used multimedia to spark discussion saw a noticeable improvement in student engagement, reinforcing the idea that multimedia is most powerful when paired with intentional pedagogical strategies. The integration of English-based multimedia in teaching Islamic values also reflects the growing need for educational approaches that combine language learning with character development in the digital era. Students today are increasingly familiar with visual and interactive content, making multimedia an effective medium for delivering both linguistic input and ethical messages in ways that feel relevant to their everyday experiences. By integrating English learning with Islamic moral instruction, educators can create more holistic learning environments that promote communicative competence alongside personal development. This suggests that English language classrooms can function not only as spaces for linguistic improvement but also as platforms for fostering moral awareness and responsible behavior among learners.

CONCLUSION

In conclusion, the integration of English-based interactive multimedia in the teaching of Islamic values offers a promising pedagogical approach, particularly for first-semester students in Islamic higher education institutions. This study demonstrated that multimedia tools not only enhance students' engagement and comprehension but also bridge the gap between moral theory and practical application, all while supporting the development of English language skills. By utilizing multimodal content such as animations, digital storytelling, and interactive presentations, educators can foster a more meaningful, reflective, and linguistically enriching learning experience. The findings reaffirm the importance of thoughtful instructional design, where multimedia is not used as mere decoration but as an intentional medium for values-based learning. As Islamic institutions continue to modernize their curriculum, the strategic use of technology—guided by cultural and religious relevance—can significantly enrich the educational process and better prepare students for both academic and moral challenges in a globalized world.

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