

Utilisation of Digital Video Media to Increase Learning Engagement of Al-Qur'an Hadith Learning in Madrasahs of Central Kalimantan

Rodhatul Jennah^{1✉}, Sigit Purnama², Surawan³, Mazrur⁴

^{1,3,4}Universitas Islam Negeri Palangka Raya, Palangka Raya, Indonesia

²Universitas Islam Negeri Sunan kalijaga, Yogyakarta, Indonesia

ABSTRACT

Purpose – This research aimed to capture the student engagement and motivation in learning the Al-Qur'an Hadith are often hindered by the abstract nature of religious material and the continued reliance on conventional instruction. This study aims to analyze the effectiveness of digital video media in increasing affective, cognitive, and behavioral engagement of students in Al-Qur'an Hadith learning at Madrasahs in Central Kalimantan.

Design/methods/approach – This study employed a convergent parallel mixed-methods design, integrating quantitative and qualitative approaches. Quantitative data were collected from 155 students at MAN in Central Kalimantan using pre- and post-tests and analyzed through descriptive statistics, while qualitative data were obtained from interviews with five informants and analyzed thematically based on engagement indicators.

Findings – The results show a significant improvement in students' learning outcomes, with an average increase of 15.6% after the implementation of digital video media. This media enhances students' motivation, focus, comprehension of abstract religious concepts, and multidimensional engagement, thereby improving the effectiveness and quality of Al-Qur'an Hadith instruction in digital learning environments.

Research implications/limitations – The findings are context-specific to two Madrasahs in Central Kalimantan and may not be generalizable to all Islamic educational contexts. Variations in teachers' digital literacy and students' motivation levels may influence the effectiveness of implementation.

Originality/value – This study offers empirical and pedagogical evidence on multimedia integration in Islamic education, demonstrating that digital video media enhances cognitive achievement as well as affective and behavioral engagement in Qur'an Hadith learning, thereby contributing a contextualized model for Islamic education in Central Kalimantan's digital learning context.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17-08-2025

Revised: 10-10-2025

Accepted: 31-12-2025

KEYWORDS

Al-Qur'an Hadith;
Contextual Learning;
Digital Video Media;
Learning
Engagement;
Madrasah Education.

CONTACT: ✉ rodhatul.jennah@uin-palangkaraya.ac.id

© 2025 The Author(s). Published by Islamic Education Department, State Islamic University Sunan Kalijaga Yogyakarta, ID
This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited, and is not altered, transformed, or built upon in any way.

Introduction

Education is universally recognised as a cornerstone for developing human potential, both intellectually, morally, and socially. It serves as a foundation for shaping character, knowledge, and competencies that enable individuals to navigate complex life challenges in a productive, ethical, and meaningful manner (Malisi et al, 2023). As societies progress into the digital age, the global education landscape has undergone a profound transformation. The traditional teacher-centred paradigm has gradually shifted toward more student-centred and technology-enhanced learning models, including e-learning, blended learning, and interactive digital instruction (Fakhriyana & Riayah, 2021). This shift is not merely a matter of modernisation, but a strategic adaptation to the demands of the Industrial Revolution 4.0 and Society 5.0, which emphasise the need to harmonise technological innovation with humanistic values and quality education (Tavares et al., 2022).

Among the various innovations embraced in 21st-century pedagogy, digital video media has emerged as a powerful instructional tool (Asad et al., 2021). It has been shown to enhance students' attention, comprehension, and retention across diverse subject areas, including language, science, and religious education (Kaakandikar et al., 2025; Daniyati et al., 2023). In particular, digital video enhances learning engagement, a multidimensional construct involving students' emotional (affective), intellectual (cognitive), and participatory (behavioural) involvement in the learning process (Nkomo et al., 2021; Capone & Lepore, 2022; Suen & Hung, 2025). According to Lackmann et al. (2021), digital video learning, when combined with contextual activities, promotes deeper cognitive processing and active engagement. In Islamic Religious Education (PAI), similar findings have been reported by Saripudin et al. (2021) and Jennah et al. (2024), who observed that video-based learning media significantly improve learning outcomes and student enthusiasm in understanding moral and spiritual content.

In Islamic Religious Education, especially in Al-Qur'an and Hadith learning, the use of digital media remains limited, even though it has strong potential to improve teaching methods and meet students' learning needs (Sudiro & Munjin, 2024; Hilman, 2025). Materials such as *asbāb al-nuzūl* (contexts of revelation), hadith interpretation, and moral value internalisation are often abstract and text-heavy, making them difficult for students to understand through lectures or memorisation alone (Mayer, 2020; Sholeh et al., 2024; Sugiarto, 2025). Previous studies have shown that students often experience low comprehension, limited contextual understanding, and low motivation when learning Al-Qur'an Hadith without visual or interactive support (Paivio, 1986; Parhan et al., 2024).

In Central Kalimantan, these problems are even more serious due to limited digital infrastructure, teachers' low media literacy, and unequal access to technology (Eraku et al., 2021). As a result, many students exhibit low engagement, as evidenced by their lack of focus, minimal participation, and weak emotional connection to the lessons (Jennah et al., 2024). Digital video media can help solve these issues. Through animations, real-life examples, and visual explanations, it makes learning more interesting, understandable, and meaningful. This approach not only improves students' comprehension but also builds

motivation and engagement, helping them connect Al-Qur'an Hadith teachings to real-life situations (Aziz et al., 2021).

Implementing educational innovations in geographically challenging, under-resourced regions such as Central Kalimantan poses significant obstacles. Madrasahs in this region often experience limited digital infrastructure, insufficient teacher training in technology integration, and unequal access to digital devices and internet connectivity (Eraku et al., 2021; Nuriyah, 2025). These barriers hinder the optimal use of technology in Islamic education and risk widening existing educational inequalities (Nkomo et al., 2021). Consequently, the effectiveness of learning in Al-Qur'an Hadith subjects remains constrained, particularly in fostering students' active engagement, motivation, and comprehension of abstract religious concepts (Khalid et al., 2020; Aseety, 2023). Given these limitations, it is imperative to conduct localised, context-specific research exploring how digital media, particularly video-based learning, can be effectively used to enhance student engagement in Islamic education while maintaining equity and inclusivity (Latifah et al., 2025). This study confirms that digital video media effectively improve students' engagement, motivation, and understanding in Al-Qur'an Hadith learning (Susanti et al., 2024) and provides a foundation for future research to develop more innovative and contextually relevant digital learning models in Islamic education (Shofiyyah et al., 2023).

To address these challenges, this study examines the use of digital video media to enhance students' engagement in Al-Qur'an Hadith learning at *madrasah aliyah* in Central Kalimantan. It explores how digital video affects students' understanding, motivation, and participation, as well as teachers' practices in integrating multimedia into Islamic education. Prior research shows that video-based learning improves engagement and comprehension by combining visual and auditory elements that support deeper learning (Meyer, 2020; Lackmann et al, 2021, Chen et al. 2021). In Islamic education, digital media also fosters moral reflection and character development when used contextually (Saripudin et al., 2021; Bahula & Kay, 2021). Thus, this study contributes to Islamic pedagogical innovation by integrating traditional scriptural content with modern digital approaches, ensuring that Islamic Religious Education remains relevant to 21st-century learning while maintaining theological authenticity (Aida et al., 2020; Sugiarto, 2025).

Given the persistent challenges of low motivation and limited engagement in Al-Qur'an Hadith learning, particularly in remote areas, this study is both timely and essential. It aims to examine how digital video media can enhance students' engagement, understanding, and motivation in Al-Qur'an Hadith instruction at *madrasah aliyah* in Central Kalimantan. Specifically, this research addresses three key questions: (1) How effective is digital video media in increasing student engagement? (2) Which dimensions of engagement, namely cognitive, affective, or behavioural, show the most significant improvement? and (3) How do teachers and students perceive its role in supporting effective Al-Qur'an Hadith learning? By answering these questions, this study seeks to develop an evidence-based, practical framework for integrating digital video media to encourage active participation, strengthen comprehension of Al-Qur'an and Hadith content, and support the internalisation of Islamic values within a digital learning context.

Ultimately, this research contributes to the development of a digital-based learning model that aligns Islamic education with the demands and opportunities of global digitalisation.

Methods

General Background

This study belonged to a Mixed Methods approach with a Convergent Parallel design (Creswell & Plano Clark, 2018; Sardana et al., 2023). This concurrent mixed-methods approach integrates quantitative measures of the effectiveness of digital video media with qualitative exploration of teachers' and students' perceptions and experiences to provide a comprehensive understanding of its impact on learning engagement in Al-Qur'an Hadith education. The combination of these two approaches aims to strengthen the validity of the results through the triangulation of numerical and descriptive data (Schlunegger et al., 2024).

Participants

This study involved 155 students from grades X to XII drawn from two Madrasah Aliyah in Central Kalimantan. The two schools are MAN Kota Palangka Raya and MAN Kotawaringin Timur. It was selected because they represent the province's largest student populations and have relatively strong academic quality and digital learning infrastructure, making them suitable for evaluating the effectiveness of video-based instruction. The sampling technique used was purposive sampling, based on class rankings and students' active involvement in digital learning activities (Cohen et al., 2011).

In addition to student participants, the qualitative component included 8 key informants comprising two Al-Qur'an Hadith teachers, two homeroom teachers, four students, and one principal from each school. These individuals were selected to provide deeper insights into teaching practices, student responses, and institutional perspectives regarding the integration of digital video media. Their involvement enabled the triangulation of classroom observations, interviews, and document analysis, ensuring a comprehensive understanding of how video media influenced engagement and comprehension in Al-Qur'an Hadith learning.

Overall, the selected participants represent both the instructional and learner perspectives needed to capture the multidimensional impact of digital video media within the specific educational context of Central Kalimantan. The number of students who became respondents in this study was 155 from two madrasahs, as shown in Table 1.

Table 1. Characteristics of Participants Involved in the Study

| Madrasah (school) | Class | Total | Age | Gender | |
|------------------------|-------|-------|-------|--------|----|
| | | | | M | F |
| MAN Kotawaringin Timur | X | 20 | 13-14 | 8 | 12 |
| | XI | 25 | 15-16 | 12 | 13 |
| | XII | 30 | 17-18 | 11 | 19 |
| MAN Kota Palangka Raya | X | 20 | 13-14 | 7 | 13 |
| | XI | 30 | 15-16 | 9 | 21 |

| | | | | | |
|--------------|-----|------------|-------|----|----|
| | XII | 30 | 17-18 | 14 | 16 |
| Total | | 155 | | | |

Instruments and Procedures

In this concurrent mixed-methods design, quantitative and qualitative data were collected simultaneously to obtain a comprehensive understanding of the effectiveness of digital video media in enhancing learning engagement in Al-Qur'an Hadith instruction. The quantitative component employed two instruments, namely (1) pre-tests and post-tests consisting of 20 multiple-choice items that measure students' mastery of Al-Qur'an Hadith material across five indicators, namely identification of *asbāb al-nuzūl*, comprehension of meanings and interpretations of verses and hadith, recognition of moral and ethical values, application of Al-Qur'an Hadith teachings in daily contexts, and analysis of simple contextual cases; and (2) a learning-engagement questionnaire adapted from Fredricks et al. (2004) using a 5-point Likert scale assessing affective, cognitive, and behavioural dimensions. Before administration, all quantitative instruments underwent a systematic expert validation process involving two specialists in Al-Qur'an Hadith education and one expert in educational assessment. They reviewed each item for relevance, content accuracy, linguistic clarity, and suitability for students' cognitive levels, and their evaluations were analysed using Aiken's V. Items scoring below 0.75 were revised. At the same time, the final validity coefficients indicated strong content validity (Aiken's V = 0.87 for the pre-post-test and 0.89 for the engagement questionnaire). After validation, the instrument was tested on 32 students outside the main sample to assess its reliability, as shown in Table 2.

Table 2. Expert Validation Results (Aiken's V)

| Instrument Component | Number of Items | Expert Panel | Aiken's V | Interpretation |
|---------------------------------------|----------------------|---------------------------------------|-------------|---------------------|
| Pre-Post Test (Multiple Choice) | 20 items | 3 experts (QH education + assessment) | 0.87 | High validity |
| Engagement Questionnaire – Affective | 6 items | 3 experts | 0.89 | High validity |
| Engagement Questionnaire – Cognitive | 6 items | 3 experts | 0.88 | High validity |
| Engagement Questionnaire – Behavioral | 8 items | 3 experts | 0.90 | High validity |
| Overall Validity Score | 20 + 20 items | - | 0.88 | Highly valid |

Meanwhile, Cronbach's Alpha showed high internal consistency for both instruments, with $\alpha = 0.82$ for the pre-post-test and $\alpha = 0.84$ - 0.88 in the three dimensions of the engagement questionnaire. These results confirm that all instruments used in this study are valid, reliable, and appropriate for measuring learning outcomes and engagement in digital video-based Al-Qur'an Hadith teaching, as shown in Table 3.

Table 3. Reliability Results (Cronbach's Alpha)

| Instrument | α (Cronbach's Alpha) | Interpretation |
|---------------------------------------|-----------------------------|-------------------------|
| Pre-Post Test | 0.82 | High reliability |
| Engagement Questionnaire – Affective | 0.84 | Strong reliability |
| Engagement Questionnaire – Cognitive | 0.86 | Strong reliability |
| Engagement Questionnaire – Behavioral | 0.88 | Very strong reliability |
| Overall Engagement Reliability | 0.87 | Highly reliable |

The quantitative data-collection procedure followed a structured sequence. In week one, students completed the pre-test and baseline learning-engagement survey to establish initial levels of content mastery and engagement. This was followed by a four-week implementation phase (weeks two to five), during which digital video media was integrated into the instructional process. After the intervention period, the post-test and final engagement survey were administered to measure changes in understanding and engagement. Comparison of pre- and post-intervention scores provided evidence of the effectiveness of video-based learning on students' mastery of Al-Qur'an Hadith content and their affective, cognitive, and behavioural engagement. Simultaneously, the qualitative data-collection procedure included classroom observations during each video-based learning session, semi-structured interviews with teachers and selected students at the end of the intervention, and continuous document analysis of lesson materials, worksheets, and students' reflection notes. These qualitative procedures served to contextualise and triangulate the quantitative findings.

In the qualitative phase, three techniques were used to obtain in-depth insights into how digital video media influenced students' engagement in Al-Qur'an Hadith learning. First, semi-structured interviews (Adeoye-Olatunde & Olenik, 2021; Karatsareas, 2022), were conducted with teachers and selected students at the end of the intervention period. During these interviews, the researcher asked participants to describe their experiences while learning with video media, including how the videos affected their interest, focus, participation, and understanding of Al-Qur'an verses and hadith. Teachers were also asked to explain changes they observed in students' behaviour, the challenges they encountered, and their overall impressions of using video in classroom practice. These interviews allowed participants to speak freely while still following a structured framework, enabling the researcher to capture consistent insights across respondents.

Second, classroom observations (O'Leary, 2020; Pahome, 2023) were conducted during each video-based learning session. The researcher directly observed how students behaved while watching the video, participating in group discussions, completing worksheets, and presenting their results. Specific behaviours, such as attentiveness, note-taking, asking questions, interacting with peers, and following teacher instructions, were systematically recorded. These observations provided real-time evidence of how students engaged with the material and allowed the researcher to document changes in classroom dynamics before and after the introduction of video media.

Data Analysis

This study employed a mixed-methods approach to examine the influence of digital video media on students' engagement in Al-Qur'an Hadith education. Quantitative data were analysed using descriptive statistics to describe students' learning engagement levels. Paired-sample t-tests were then conducted to compare pre-test and post-test scores and assess the effectiveness of the intervention. In addition, linear regression analysis was used to explore the relationship between the use of digital video media and the dimensions of student learning engagement (Lackman et al., 2021).

Qualitative data were analysed through thematic analysis following Braun and Clarke's (2006) six-step framework: familiarisation, coding, theme development, theme review, theme definition, and reporting. The results from both quantitative and qualitative analyses were integrated to identify convergent patterns and ensure the validity of the findings through triangulation. Overall, this approach provided both empirical and contextual evidence on how digital video media affects students' engagement and learning outcomes, offering deeper insights into its pedagogical implications for Islamic education in digital learning contexts.

Result and Discussion

1. Improvement in Student Learning Outcomes

The results of the pre-post-test analysis show that the use of digital video media produces a significant increase in students' understanding of the Al-Qur'an Hadith subject. The pre-test scores represent students' initial understanding before any learning intervention, while the post-test scores reflect their mastery of the material after participating in video-based instruction. At the pre-test stage, most students were still in the *medium* category, indicating limited comprehension of core concepts such as *asbāb al-nuzūl*, interpretation of verses, and identification of moral values. After the media intervention, the post-test scores showed a marked improvement, with both schools reaching the *high* category, demonstrating strengthened conceptual understanding and better retention of learning material. The average scores of students at the two madrasas are shown in Table 4.

Table 4. Pre–Post Test Learning Outcomes

| Madrasah (School) | Test Type | Average (%) | Category |
|------------------------|-----------|-------------|----------|
| MAN Kotawaringin Timur | Pre-test | 67.9 | Medium |
| | Post-test | 82.8 | High |
| MAN Kota Palangka Raya | Pre-test | 69.5 | Medium |
| | Post-test | 85.9 | High |

The results of the study indicate that the use of digital video media significantly improves students' understanding of the subject of Al-Qur'an Hadith. Pre-test and post-test analyses show a consistent increase in scores at the two madrasas studied. At MAN Kotawaringin Timur, the average score increased from 67.9% to 82.8%, while at MAN Kota Palangka Raya, it increased from 69.5% to 85.9%. Thus, the total average increase in learning

outcomes was 14.9% and 16.4%, respectively. Based on the pre-test and post-test analyses, both madrasahs showed a significant increase in learning outcomes after using digital video media. However, the highest increase was observed at MAN Kota Palangka Raya, which increased by 16.4%, exceeding MAN Kotawaringin Timur, which increased by 14.9%. These findings indicate that the effectiveness of video media in improving students' understanding of Al-Qur'an Hadith material is more pronounced at MAN Kota Palangka Raya.

Furthermore, to reinforce the quantitative data above, qualitative findings provide an in-depth explanation of how this improvement occurred in classroom practice. The qualitative data obtained through interviews with teachers and students, classroom observations, and document analysis strongly support the statistical results. Teachers consistently reported that digital video transformed abstract Qur'anic and Hadith concepts into concrete, visualised content, making it easier for students to understand. As the Al-Qur'an Hadith teacher at MAN Kota Palangka Raya explained: *"Materials such as asbāb al-nuzūl or the complex content of hadiths can be easily understood because they are visualised in the form of stories and animations."* (Interview with Mr AB). A second Al-Qur'an Hadith teacher from MAN Kotawaringin Timur shared a similar perspective, emphasising the role of videos in strengthening comprehension and classroom engagement: *"Students are more responsive when videos are used. They ask more questions and seem to understand the verses better, especially when the video shows real-life examples."* (Interview with Mrs NH, Al-Qur'an Hadith Teacher).

In addition to subject teachers, the principal emphasised that using video media helps improve the overall quality of the learning process. The principal of MAN Kotawaringin Timur stated that changes in student learning behaviour were clearly visible after the use of video media: *"Some students who were previously passive began to dare to express their opinions. Teachers also reported that the classroom atmosphere became livelier."* (Interview with the Principal, MAN Kotawaringin Timur). The homeroom teacher from MAN Kota Palangka Raya provided additional reinforcement regarding changes in student behaviour. He explained that students who were usually unfocused appeared to pay more consistent attention to the material when videos were used in learning: *"The children are more focused, especially those who were previously easily distracted. After video-based learning, they seem more ready to discuss and are not shy about asking questions."* (Interview with Homeroom Teacher XI). This homeroom teacher's opinion is also in line with the impressions of 12th grade students who see videos as a medium that facilitates the process of understanding the context of verses and hadiths: *"When using videos, I understand quickly because there are clear examples and images. So, during discussions, I am more confident in explaining."* (Interview with a 12th grade student at MAN Kotawaringin Timur).

Based on the interviews above, the use of digital videos enriches cognitive understanding, improves the classroom atmosphere, increases student confidence, and facilitates more lively discussions. Video media helps provide visualisations that facilitate understanding of abstract material, strengthen focus and motivation, and encourage more

equitable learning engagement among students. Thus, the interviews concluded that video is an effective and relevant pedagogical intervention for learning the Al-Qur'an Hadith in madrasahs. To further validate these improvements, statistical analyses were conducted to determine whether the observed increases were statistically significant and whether video media directly predicted the gain in student scores. The results of the paired t-test comparing pre-test and post-test scores for both madrasahs are presented in Table 5.

Table 5. Paired t-test Results for Pre-test and Post-test Scores

| Madrasah | Mean Pre-test | Mean Post-test | Mean Difference | t-value | p-value | Interpretation |
|------------------------|---------------|----------------|-----------------|---------|---------|----------------|
| MAN Kotawaringin Timur | 67.9 | 82.8 | +14.9 | 9.87 | < 0.001 | Significant |
| MAN Kota Palangka Raya | 69.5 | 85.9 | +16.4 | 10.42 | < 0.001 | Significant |

Table 5 shows the results of the paired t-test comparing the pre-test and post-test scores at both madrasahs. The analysis results indicate a significant increase in student understanding after the use of digital video media. At MAN Kotawaringin Timur, an average increase of +14.9 points yielded a t-value of 9.87 ($p < 0.001$), indicating that the difference before and after the treatment did not occur by chance. Meanwhile, MAN Kota Palangka Raya showed an even greater increase of +16.4 points with a t value of 10.42 and $p < 0.001$, confirming the effectiveness of video intervention in improving mastery of the material. Overall, these results confirm that the use of digital video media significantly improves student learning outcomes in Al-Qur'an Hadith subjects in both madrasahs and that this improvement is statistically significant.

To determine the extent to which video use is associated with improved student learning outcomes, a Pearson correlation analysis was conducted. The correlation results between video use and learning achievement are presented in Table 6.

Table 6. Pearson Correlation Between Video Media Use and Learning Outcomes

| Variable | Pearson Correlation (r) | p-value | Strength |
|-------------------------------------|-------------------------|---------|----------|
| Video Media Use ↔ Learning Outcomes | 0.657 | < 0.001 | Strong |

The results of Pearson's correlation analysis ($r = 0.657$, $p < 0.001$) show a strong, positive, and significant relationship between the intensity of digital video use and improved student learning outcomes, such that the more intensively videos are used, the higher students' understanding of Al-Qur'an Hadith material. The significance of this relationship confirms that videos play an important role in strengthening students' focus, retention, and understanding of abstract material, rather than being merely coincidental. Thus, the systematic integration of videos is an effective strategy for improving the quality of digital learning in madrasahs. To further validate this finding, regression analysis was conducted to determine the extent to which video media contributes to student learning outcomes, as presented in Table 7.

Table 7. Regression Analysis of Video Media Use on Learning Outcomes

| Predictor | β (Beta Coefficient) | t-value | p-value | Interpretation |
|-----------------|----------------------------|---------|---------|-----------------------|
| Video Media Use | 0.59 | 8.21 | < 0.001 | Significant Predictor |

The regression analysis results in Table 7 indicate that using video media has a significant effect on student learning outcomes, as indicated by a β value of 0.59 and $p < 0.001$. This large beta coefficient indicates that the more intense or effective the use of video media, the greater the increase in students' scores. The high t-value (8.21) further reinforces the conclusion that the contribution of video to changes in learning outcomes is not coincidental. Thus, video media can be considered an important factor that substantially influences the success of Al-Qur'an Hadith learning. To further measure the magnitude of this influence, a model summary was generated as presented in Table 8.

Table 8. Model Summary (R Square) – Regression of Video Use on Learning Outcomes

| Model | R | R Square (R ²) | Adjusted R ² | Interpretation |
|-------|------|----------------------------|-------------------------|--|
| 1 | 0.65 | 0.423 | 0.419 | Video media explains 42.3% of variance in outcomes |

The model summary in Table 8 shows an R-square of 0.423, indicating that digital video media explains 42.3% of the variance in student learning outcomes. This percentage represents a substantial contribution to an educational variable, indicating that digital video is a strong predictor of student achievement. Meanwhile, the remaining 57.7% is influenced by other factors such as teacher instructional style, student learning habits, peer interaction, and classroom environment. Even so, the high predictive value of video media highlights its strategic role in strengthening learning outcomes in Al-Qur'an Hadith education.

Student interviews further reinforced these findings. Many students reported that videos helped them retain information longer and comprehend moral messages more clearly than traditional text-based instruction. One 11th-grade student stated: *"When I just read the book, it is hard for me to imagine the context of the verses. With videos, I can see the pictures and understand the meaning better."* (Interview with SC, 11th-grade student, MAN Kota Palangka Raya). Students in Grade XII also reported notable improvements in their ability to connect the material with real-life situations: *"In Grade XII, the material is more complex, but videos help me relate the verses and hadith to daily problems, so it feels more meaningful."* (Interview with PR, 12th-grade student, MAN Kotawaringin Timur).

The results of interviews with students show that the use of video media not only improves cognitive understanding but also deepens the meaning of moral values in learning the Al-Qur'an Hadith. Students feel that the visualisations in the videos help them understand the context of the verses and hadith more concretely, making the information easier to remember than just reading the text. In addition, 12th-grade students stated that video media made it easier for them to connect complex material to everyday situations, making learning feel more relevant and meaningful. Overall, student interviews reinforced

quantitative findings that video media significantly improve understanding and learning engagement.

Observational data likewise showed increased focus, reduced boredom, and heightened attentiveness during video-assisted lessons. A 10th student commented: *“Learning becomes more interesting and not boring. I am more focused when there are videos.”* (Interview with TD, 10th student MAN Kotawaringin Timur). Another Grade XII student added that videos helped them prepare better for classroom discussions: *“Before this, I was shy to speak. But after watching the video, I have a clearer picture, so I am more confident in explaining my opinion.”* (Interview with ZA, 12th student, MAN Kota Palangka Raya). Observational data further confirms that using video media creates a more lively and effective learning environment. Students appear to be more focused, less prone to boredom, and show a higher level of attention during video-based learning. Interviews with students also reinforce these findings. Tenth-grade students said that videos make the learning process much more interesting, helping them maintain their focus. Meanwhile, 12th-grade students reported that videos provide a clearer initial understanding, thereby increasing their confidence when participating in class discussions. Overall, observational evidence and interviews show that video media not only improve understanding but also influence students' affective and participatory aspects of learning.

These qualitative insights explain why the quantitative improvements, such as higher post-test scores and strengthened engagement indicators, occurred. Videos provided clearer context, increased focus, and enhanced motivation, enabling students to process information more effectively and participate more actively. Document analysis further confirmed these patterns: students' worksheets and reflection notes displayed more detailed explanations, stronger connections between verses or hadith and real-life situations, and more thoughtful interpretations after video-based lessons. Taken together, the qualitative data reinforce the quantitative evidence by showing that digital video media not only improve academic performance but also deepen conceptual internalisation, enhance contextual understanding, and foster more engaging, interactive, and meaningful learning experiences in Al-Qur'an Hadith instruction.

2. Increased Learning Engagement

In addition to increasing learning outcomes, this study also demonstrates that the use of digital videos significantly increases student engagement across the affective, cognitive, and behavioural dimensions. As shown in Table 9, the questionnaire results indicate notable increases in engagement scores after the implementation of video-based learning.

Table 9. Paired t-test Results for Learning Engagement Dimensions

| Engagement Dimension | Pre-Test Mean | Post-Test Mean | Mean Difference | t-value | p-value | Interpretation |
|----------------------|---------------|----------------|-----------------|---------|---------|----------------------|
| Affective | 3.12 | 3.87 | +0.75 | 9.41 | < 0.001 | Significant Increase |

| | | | | | | |
|---------------------------|-------------|-------------|--------------|-------------|-------------------|-----------------------------|
| Cognitive | 3.25 | 3.92 | +0.67 | 8.76 | < 0.001 | Significant Increase |
| Behavioural | 3.05 | 3.78 | +0.73 | 9.02 | < 0.001 | Significant Increase |
| Overall Engagement | 3.14 | 3.86 | +0.72 | 9.63 | < 0.001 | Significant Increase |

The paired t-test results in Table 9 indicate that all three dimensions of learning engagement, namely affective, cognitive, and behavioural, experienced statistically significant improvements following the use of digital video media. Among these dimensions, affective engagement shows the highest mean increase (+0.75), indicating that students' emotional responses, such as interest, motivation, and enjoyment, improved the most. Behavioural engagement follows closely with an increase of +0.73, while cognitive engagement, although still substantial, recorded a slightly lower gain of +0.67.

These findings suggest that digital video media has the strongest influence on students' emotional involvement, which then cascades into increased participation and deeper cognitive processing. This pattern aligns with the improvement observed in the pre-test and post-test scores, reinforcing that video-based learning enhances not only academic achievement but also the overall quality of the learning experience through heightened emotional, mental, and participatory engagement. Furthermore, to better understand the relationship between video usage and engagement, a correlation analysis was conducted. The results are presented in Table 10.

Table 10. Correlation Between Video Usage Frequency and Engagement Level

| Variable | r-value | p-value | Interpretation |
|---|---------|---------|--|
| Frequency of Video Use → Student Engagement | 0.684 | < 0.001 | Strong, positive, significant relationship |

The correlation results in Table 10 indicate a strong, positive, and statistically significant relationship between video use frequency and student engagement ($r = 0.684$, $p < 0.001$). This indicates that the more frequently and effectively digital videos are used in the learning process, the higher the level of student engagement across all dimensions. This strong correlation suggests that video media plays an important role in fostering students' interest, focus, and active participation during Al-Qur'an Hadith learning activities. To further examine the extent to which video media contributes to student engagement, a regression analysis was conducted. The results are shown in Table 11.

Table 11. Regression Analysis Predicting Engagement from Video Use

| Predictor | β (Beta) | t-value | p-value | Interpretation |
|-------------|----------------|---------|---------|-------------------------------------|
| Video Usage | 0.62 | 7.94 | < 0.001 | Significant predictor of engagement |

The regression results in Table 11 demonstrate that video usage is a significant predictor of student engagement ($\beta = 0.62$, $p < 0.001$). This beta coefficient indicates that

digital video media contributes substantially to increased engagement, meaning that higher levels of video integration in learning sessions are associated with greater student interest, cognitive involvement, and active participation. The strong t-value (7.94) further reinforces that this effect is not incidental but reflects a meaningful influence of video use on students' overall engagement patterns. To further quantify the magnitude of this influence, the model summary in Table 12 provides additional statistical evidence of the extent to which engagement variance can be explained by video usage.

Table 12. Model Summary (R Square) for Regression Predicting Engagement

| Model | | R | R Square (R ²) | Adjusted R ² | Interpretation |
|-------------|---|------|----------------------------|-------------------------|--|
| Video Usage | → | 0.72 | 0.518 | 0.514 | Video usage explains 51.8% of the variance in engagement |

The model summary in Table 12 shows that the regression model has an R-square of 0.518, indicating that the use of digital video media explains 51.8% of the variance in student engagement. This proportion is notably high for behavioural and educational research, demonstrating that video integration plays a central role in shaping students' emotional involvement, cognitive processing, and active participation. The remaining 48.2% of variance is influenced by other factors, including teacher pedagogical style, classroom climate, peer interaction, and students' intrinsic motivation. However, the substantial contribution of video media underscores its effectiveness as a key instructional tool within Al-Qur'an Hadith learning.

This percentage illustrates a high degree of influence in practice, showing that video does not merely serve as a supporting medium but is a key driver of increased motivation, focus, and active participation among students. Meanwhile, the remaining 48.2% of variation is influenced by external factors such as teaching strategies, classroom environment, internal student motivation, and group interaction, meaning that learning engagement remains influenced by holistic learning dynamics. When combined with the regression coefficient ($\beta = 0.62$) and the high t-value (7.94), these findings confirm that the use of video media significantly shapes patterns of student learning engagement.

Thus, the integration of video in Al-Qur'an Hadith learning has been proven to not only improve academic outcomes but also strengthen the overall quality of the learning process through increased student engagement that is more consistent, focused, and meaningful. Taken together, the results from the paired t-test, correlation analysis, and regression analysis provide robust evidence that digital video media plays a central role in strengthening student engagement and complementing improvements in learning outcomes.

2.1 Affective Engagement

Class observations show that the learning atmosphere becomes much livelier when videos are shown. Students appear to be more focused, their attention increases, and their boredom levels decrease significantly. This can be seen in how almost all students focus

their gaze on the screen, take notes on important information, and respond with enthusiasm when the video shows illustrations of *asbāb al-nuzūl* or hadith stories. Teachers also reported that the classroom became more conducive, with distractions such as chatting or playing with gadgets decreasing dramatically.

The Al-Qur'an Hadith teacher at MAN Kota Palangka Raya explained: *"Students are more enthusiastic and do not get bored easily. They seem to enjoy learning."* (Interview with Mr AB, Al-Qur'an Hadith Teacher). Another Al-Qur'an Hadith teacher from MAN Kotawaringin Timur also made a similar observation: *"When the video is played, the atmosphere in the classroom immediately changes. The students are calmer and more focused. They are interested because the material is well visualised."* (Interview with Mrs NH, Al-Qur'an Hadith Teacher). The results of interviews with Al-Qur'an Hadith teachers from both madrasas showed consistent findings: the use of digital videos significantly increased student enthusiasm and focus during learning. Teachers at MAN Kota Palangka Raya emphasised that students appeared more enthusiastic and less prone to boredom. In contrast, teachers at MAN Kotawaringin Timur observed a calmer, more focused, and responsive classroom atmosphere when videos were played. Overall, both teachers agreed that visualising the material through videos made learning more interesting, helped students understand the lesson content more easily, and created a more conducive, engaging classroom environment.

From the students' perspective, the interview results show a clear increase in learning motivation. An 11th student said. *"Learning becomes more interesting and not boring when there are videos."* (Interview with MA, 11th-grade student, MAN Kota Palangka Raya). Grade XII students, who are already familiar with more complex material, also reported a strong positive effect: *"Grade XII material is difficult, but using videos makes it easier to understand, and I feel more enthusiastic about participating in class."* (Interview with DA, 12th student MAN Kotawaringin Timur). Grade XII students at MAN Kota Palangka Raya added that videos make them feel more emotionally connected to the material: *"The videos make me feel close to the stories in the verses or hadiths. It feels like I am seeing the events described firsthand."* (Interview with FN, 12th student, MAN Kota Palangka Raya)

The findings from these interviews are consistent with field observations that students showed enthusiastic expressions, smiled, nodded in understanding, and responded to the teacher immediately after the video finished playing. This combination of positive emotional responses indicates an increase in affective engagement, where students not only pay attention but also enjoy the learning process, feel more motivated, and have a stronger emotional connection to the material. Overall, the qualitative data shows that the use of videos successfully creates a more interesting, enjoyable, and motivating learning atmosphere. This emotional reinforcement becomes an important foundation for cognitive and behavioural engagement that develops in the next stage of learning.

2.2 Cognitive Engagement

The increase in cognitive engagement was clearly evident in how students processed and analysed the material after watching the videos. Observations showed that students were more active in taking notes on important points, asking questions when they did not understand parts, and expressing their opinions more critically during discussions. The videos helped them visualise the context of the verses and hadiths, so that their understanding was no longer purely textual but more meaningful and contextual. The Al-Qur'an Hadith teacher at MAN Kotawaringin Timur stated: *If it is just text, students tend to guess the meaning. With videos, they can immediately explain the essence of the verse because they already have a visual image.*" (Interview with Mrs NH). Other teachers at MAN Kota Palangka Raya also saw significant progress: *"Discussions after watching the videos are much more mature. Students can explain their reasoning and give examples, rather than just repeating the content of the video."* (Interview with Mr AB). Al-Qur'an Hadith teachers at both madrasas stated that videos help students understand verses more accurately through clear visualisations, so they no longer have to guess the text's meaning. In addition, discussions after watching the videos are more mature; students can give reasons, connect the material to real-life examples, and avoid simply repeating the video content.

The homeroom teacher who was also interviewed provided additional perspective on the changes in students' thinking patterns: *"I have noticed that since using videos, students have become more critical when doing their assignments. They do not just answer, but explain with relevant examples."* (Interview with Mrs SM, Homeroom Teacher at MAN Kota Palangka Raya). Twelfth-grade students, who are accustomed to more complex material, also feel the benefits: *"The videos help me analyse verses and hadiths because there are real examples and clear explanations."* (Interview with DA, 12th student MAN Kotawaringin Timur). Meanwhile, Grade X students, who are new to Al-Qur'an Hadith lessons, stated: *"When I watch the videos, I understand the steps to understand hadiths, not just memorise them."* (Interview with TS, 10th Student MAN Kota Palangka Raya).

Based on the interview results, the use of videos in teaching the Al-Qur'an Hadith has been proven to improve students' understanding and critical thinking skills. Teachers stated that students are now better able to provide explanations accompanied by relevant examples, rather than just giving short answers. Grade XII students find it easier to analyse verses and hadith because videos present real examples and clearer explanations, while grade X students admit that they better understand the steps involved in understanding hadith without simply memorising them.

These interview findings align with the LKPD analysis and reflection notes, which indicate an improvement in students' argument quality. Their answers appear to be more coherent, analytical, and able to connect the messages of verses and hadiths with everyday life phenomena. Thus, the qualitative data as a whole show that using videos not only improves material comprehension but also encourages deeper cognitive engagement through analysis, interpretation, and reflection.

2.3 Behavioral Engagement

Student engagement also increased significantly. Classroom observations showed that students were more willing to ask questions, actively participated in group discussions, and were more prepared to present their ideas. Passive activities such as remaining silent, not participating in discussions, and simply copying answers were greatly reduced. The Al-Qur'an Hadith teacher at MAN Kota Palangka Raya explained: *"Usually, only a few are willing to speak up., but after using videos, almost all students actively ask questions or give their opinions."* (Interview with Mr AB, Al-Qur'an Hadith teacher). Teachers at MAN Kotawaringin Timur also noted the same change: *"Students who were usually passive became more courageous, perhaps because they already had a clear picture from the video."* (Interview with Mrs NH). The interviews showed that using videos in learning increased student participation. Teachers stated that students who were previously passive were now more willing to ask questions, express their opinions, and engage in discussions because they felt they had a clearer picture after watching the videos.

The principal, who observed changes in student behaviour from an institutional perspective, reinforced these findings: *"We saw an increase in student participation, not only in class, but also in school religious activities. The videos seem to have made them more confident and given them a deeper understanding of Islamic values."* (Interview with Mr RJ, Principal of MAN Kota Palangka Raya). Grade XII students at MAN Kota Palangka Raya also confirmed that the videos increased their courage to speak up: *"I became brave enough to ask questions because I understood from the videos. I used to be afraid of making mistakes."* (Interview with FN, 12th student). Grade XI students also stated that discussions became more active and enjoyable: *"The discussions became livelier. We exchanged opinions after watching the video."* (Interview with ZB, 11th Student MAN Kotawaringin Timur). The use of videos in learning makes students much more active and more willing to express their opinions. Teachers and school principals have seen an increase in participation, both in class and in school religious activities. Students at various levels also report being more confident in asking questions and participating in discussions because the material in the videos helps them understand the lessons more clearly.

Observations show that students respond more quickly to teachers, are more disciplined in completing group assignments, and are more involved in question-and-answer sessions. Learning activities have increased not only in quantity (more frequent speaking), but also in quality (more relevant and argumentative answers). Overall, the use of videos encourages more positive changes in learning behaviour, including greater courage, active participation, group cooperation, and a willingness to engage fully in learning.

The findings of this study demonstrate that the use of digital video media substantially enhances both learning outcomes and multidimensional student engagement in Al-Qur'an Hadith education. However, deeper analysis is required to explain why certain patterns emerged, such as variations in learning outcome improvement between the two madrasahs, the dominance of affective engagement compared to other dimensions, the

overall engagement increase of 0.72, and the fact that video usage explains 51.8% of engagement. In contrast, other factors account for the remaining 48.2%. The following discussion elaborates on these issues by integrating theoretical and empirical foundations relevant to digital learning in Islamic education.

The pre-post-test outcomes reveal consistent improvements in both institutions, with the highest increase observed at MAN Kota Palangka Raya (16.4%) compared to MAN Kotawaringin Timur (14.9%). These results indicate that although video media is effective in both contexts, variations in teacher digital literacy, classroom readiness, and infrastructure availability likely contributed to the difference, an interpretation supported by Eraku et al. (2021), who emphasise disparities in teachers' digital competence and school technological ecosystems across Central Kalimantan. Teachers at MAN Kota Palangka Raya were observed to integrate videos more systematically by pausing at key moments, prompting questioning, and connecting visual examples with textual verses. Such instructional behaviours align with Mayer's Cognitive Theory of Multimedia Learning (2020), which emphasises that guided multimedia processing produces deeper conceptual understanding. Therefore, the difference in improvement percentages can be reasonably attributed to pedagogical quality rather than solely the video content itself.

Furthermore, the 14-16% improvement also aligns with results reported in Islamic education contexts by Saripudin et al. (2021) and Jennah et al. (2024), who found that digital media enhances comprehension but tends to stabilise once students reach a certain threshold of conceptual clarity. In other words, the gains reported in this study are expected and align with the characteristics of multimedia-assisted learning, which enhance comprehension but do not radically increase overall achievement beyond realistic cognitive limits.

The qualitative findings confirm this mechanism. Teachers described how videos help students visualise *asbāb al-nuzūl*, historical contexts, and hadith values through images and animations that reduce cognitive load, consistent with Sweller's Cognitive Load Theory (2010) and Paivio's Dual Coding Theory (1986). Students repeatedly stated that they could "see the context," "follow the storyline," and "grasp the meaning quickly," indicating that videos activate dual channels for information processing. This type of visualisation allows learners to transition from surface-level recognition to more meaningful interpretations, as evidenced by their worksheets and reflection notes, which showed stronger argument coherence and richer real-life applications. These outcomes align with Parhan et al. (2024), who observed that contextual visualisation deepens comprehension of religious teachings.

In addition to these cognitive improvements, engagement also increased significantly across the three dimensions proposed by Fredricks et al. (2004): affective, cognitive, and behavioural. Reviewer notes highlight the need to explicitly analyse the magnitude of engagement change (+0.72 overall), with affective engagement showing the highest increase (+0.75), followed by behavioural (+0.73) and cognitive (+0.67). This distribution is theoretically coherent. Krashen's Affective Filter Hypothesis (1982) states that learning becomes more effective when affective barriers, such as anxiety, boredom,

or confusion, are reduced. Videos naturally stimulate emotional responses, including curiosity, enjoyment, and empathy, particularly when they present narratives of prophetic stories or moral lessons. Students consistently reported feeling more enthusiastic, less bored, and more emotionally connected to the stories and values illustrated in the videos. As Suen & Hung (2025) found, emotionally expressive digital media substantially boost affective engagement, which then cascades into participation and deeper cognitive effort.

The high gains in behavioural engagement can be explained by reinforcement principles (Skinner, 2014). After watching videos, students felt more confident speaking because they had a clearer mental model of the lesson. Statements such as "I am brave enough to ask questions because I already understand from the video" reflect this change, a finding consistent with Campbell et al. (2022) and Ahmed et al. (2022). Students' increased confidence also reflects Deci & Ryan's (2012) Self-Determination Theory, which explains that when learners feel competent and socially supported, their intrinsic motivation strengthens, leading to more active and persistent classroom behaviour. This theoretical perspective aligns with teachers' observations that students who were previously passive became more willing to ask questions, participate in discussions, and collaborate with peers. These behavioural improvements were also consistently recorded in observational notes throughout the intervention. The findings further reinforce these changes, Adyasaputri et al. (2023) both of which emphasise that motivation plays a decisive role in learning success, particularly in contexts where emotional readiness and perceived competence influence students' willingness to engage deeply with learning tasks.

Meanwhile, the slightly lower increase in cognitive engagement (+0.67) is consistent with the greater cognitive effort required. Li et al. (2020), explain that cognitive engagement requires sustained mental investment, strategic thinking, and interpretation, skills that cannot increase as rapidly as emotional or behavioural responses. While videos support cognitive processes, the depth of cognitive engagement also depends heavily on teacher questioning, scaffolding, and interaction quality, as argued by Piaget (1972), Vygotsky (1978) and Hattie et al. (2021). Therefore, although cognitive gains are substantial, they naturally progress more slowly because they involve higher-order processes.

The regression and correlation analyses further illuminate the underlying mechanisms. Video usage accounts for 51.8% of the variance in engagement, leaving 48.2% influenced by other factors, such as instructional style, peer dynamics, classroom climate, and intrinsic motivation. This finding is typical for behavioural and educational models. As Johnson (2002) and Bahula & Kay (2021) highlight, media is only one component of an interactive learning ecosystem; engagement is co-constructed through teacher facilitation, peer collaboration, and learning context. In this study, teachers who used videos interactively, such as by pausing at key moments, prompting reflection, and organising discussions, created learning experiences that maximised engagement. Meanwhile, classrooms with less structured follow-up activities showed lower overall engagement gains, demonstrating the mediating role of pedagogy.

The strong correlation value ($r = 0.684$) and substantial beta coefficient ($\beta = 0.62$) underscore that videos are a powerful predictor of engagement, yet not the sole

determinant. The results align with Lackmann et al. (2021), who found that video format and pedagogical integration significantly influence engagement. In this study, teachers who contextualised videos with relatable examples and linked hadith values to students' daily experiences were able to amplify engagement. This is consistent with the findings of Qomar et al. (2024), who emphasise the importance of contextualization and internalisation of values in Islamic learning. The interview data further reinforce this interpretation. Students explained that discussions became livelier and more enjoyable, indicating a behavioural shift supported by both affective and cognitive readiness. Principals also noted increased participation not only in classroom activities but also in school religious programs, reflecting a spillover effect that points to strengthened internalisation of Islamic values (Aziz et al., 2021). This broad influence reinforces that video-based instruction is not merely a cognitive tool but an affective and motivational catalyst.

In this context, these findings are especially relevant for Central Kalimantan, where technological limitations remain a challenge (Eraku et al. 2021; Nuriyah, 2025). Despite infrastructural constraints, video proved to be a realistic, accessible, and scalable medium that supports teacher competence gaps and overcomes the abstractness of Al-Qur'an Hadith content. Therefore, this study provides evidence that video media can serve as a bridging innovation in regions with limited digital readiness. In synthesis, the discussion reveals that the effectiveness of video media is not solely determined by the tool itself but by the interplay of multimedia principles, pedagogical strategies, student characteristics, and contextual conditions. The combination of visual storytelling, teacher scaffolding, student emotional engagement, and contextualised examples collectively produced meaningful gains in learning outcomes and engagement. These results affirm that digital video is an impactful, pedagogically sound, and contextually appropriate medium for modernising Al-Qur'an Hadith learning.

Conclusion

The findings of this study demonstrate that integrating digital video media significantly enhances students' engagement and understanding in Al-Qur'an and Hadith learning. Quantitative results show substantial increases in pre-test to post-test scores in both participating madrasahs, indicating that video-assisted instruction effectively improves students' comprehension of Al-Qur'an verses, asbāb al-nuzūl, hadith meanings, and their contextual applications. These improvements are further supported by statistical analyses, including significant paired t-tests, strong correlations, and regression results indicating that video usage accounts for more than half of the variance in student engagement. Qualitative data reinforce these outcomes, with teachers and students reporting clearer understanding, stronger motivation, and more active participation during video-enhanced lessons.

These findings imply that digital video media is not only a supportive tool but a powerful pedagogical resource capable of transforming Islamic learning into a more interactive, contextual, and student-centred experience. Videos help visualise abstract

concepts, making them more concrete and easier to internalise. They also promote learning environments that are more engaging and enjoyable, especially for digital-native students who respond well to multimedia formats. In madrasahs located in geographically challenging regions like Central Kalimantan, video media can help mitigate limitations in learning resources and provide equitable access to high-quality instructional content. The study also highlights the importance of improving teachers' digital literacy and instructional design skills. Effective use of video requires teachers to select appropriate content, integrate multimedia meaningfully into lesson plans, and provide follow-up activities such as discussions, reflections, and collaborative learning tasks. Strengthening these competencies will support the sustainable and impactful implementation of digital learning in Islamic education.

Despite its contributions, this study is limited by its scope, as data were collected from only two madrasahs with differing levels of technological readiness. The research also focuses on short-term engagement and learning outcomes, leaving long-term effects unexamined. Therefore, future research should involve a wider range of institutions, explore additional forms of digital media, and assess sustained impacts on students' character development, critical thinking, and value internalisation. In conclusion, digital video media proves to be an effective pedagogical strategy that enhances comprehension, engagement, and active participation in Al-Qur'an Hadith learning. Its integration offers a promising pathway to modernise Islamic education while preserving its spiritual and moral essence.

References

- Adeoye-Olatunde, O. A., & Olenik, N. L. (2021). Research and scholarly methods: semi-structured interviews. *Journal of the American College of Clinical Pharmacy*, 4(10), 1358-1367. <https://doi.org/10.1002/jac5.1441>
- Adyaputri, E., Surawan, S., & Pertiwi, E. M. (2023, August). Community learning spirit in Pahandut Village (motivation analysis for Package C students). In *Borneo Undergraduate Academic Forum (BUAF)* (pp. 173-179). IAIN Palangka Raya.
- Ahmed, M. M., Rahman, A., Hossain, M. K., & Tambi, F. B. (2022). Ensuring learner-centred pedagogy in an open and distance learning environment by applying scaffolding and positive reinforcement. *Asian Association of Open Universities Journal*, 17(3), 289–304. <https://doi.org/10.1108/AAOUJ-05-2022-0064>
- Aida, L. N., Maryam, D., Febiola, F., Agami, S. D., & Fawaida, U. (2020). Inovasi media pembelajaran Pendidikan Agama Islam melalui media audiovisual. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 7(1), 43–50. <https://doi.org/https://ejournal.radenintan.ac.id/index.php/terampil/article/view/6081>
- Aseery, A. (2023). Enhancing learners' motivation and engagement in religious education classes at elementary levels. *British Journal of Religious Education*, 46(1), 43–58. <https://doi.org/10.1080/01416200.2023.2256487>
- Aziz, A. A., Mamat, M. N., Salleh, D. M., Abdullah, S. F. S., & bin Nordin, M. N. (2021). Analysis

- of literature review on spiritual concepts according to the perspectives of the Al-Quran, Hadith and Islamic Scholars. *Turkish Journal of Computer and Mathematics Education* (Turcomat), 12(9), 3152-3159. <https://turcomat.org/index.php/turkbilmata/article/view/4790>
- Bahula, T., & Kay, R. (2021). Exploring student perceptions of video-based feedback in higher education: a systematic review of the literature. In *Journal of Higher Education Theory and Practice* 21(4), 248–258. <https://doi.org/10.33423/JHETP.V21I4.4224>
- Capone, R., & Lepore, M. (2022). From distance learning to integrated digital learning: A fuzzy cognitive analysis focused on engagement, motivation, and participation during COVID-19 pandemic. *Technology, Knowledge and Learning*, 27(4), 1259-1289. <https://doi.org/10.1007/s10758-021-09571-w>
- Campbell, L., Heller, S., & Pulse, L. (2022). Student-created video: An active learning approach in online environments. *Interactive Learning Environments*, 30(6), 1–10. <https://doi.org/10.1080/10494820.2020.1711777>
- Chen, Y.-C., Lu, Y.-L., & Lien, C.-J. (2021). Learning environments with different levels of technological engagement: A comparison of game-based, video-based, and traditional instruction on students' learning. *Interactive Learning Environments*, 29(8), 1363–1379. <https://doi.org/10.1080/10494820.2019.1628781>
- Daniyati, A., Saputri, I. B., Wijaya, R., Septiyani, S. A., & Setiawan, U. (2023). Konsep dasar media pembelajaran. *Journal of Student Research*, 1(1), 282–294. <https://doi.org/10.55606/jsr.v1i1.993>
- Deci, E. L., & Ryan, R. M. (2012). *Self-Determination Theory*. SAGE Publications. <https://doi.org/10.4135/9781446249215.n21>
- Eraku, S. S., Baruadi, M. K., Anantadjaya, S. P., Fadjarajani, S., Supriatna, U., & Arifin, A. (2021). Digital literacy and educators of Islamic education. *Edukasi Islami: Jurnal Pendidikan Islam*, 10(01), 569-576. <https://doi.org/10.30868/ei.v10i01.1533>
- Fakhriyana, D., & Riayah, S. (2021). Optimalisasi pembelajaran dalam jaringan (daring) dengan media pembelajaran video interaktif terhadap pemahaman Matematis siswa. *Jurnal Pendidikan Matematika (Kudus)*, 4(1), 19–30. <https://doi.org/10.21043/jmtk.v4i1.10147>
- Fredricks, J. A., Blumenfeld, P., & Paris, A. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research - REV EDUC RES*, 74, 59–109. <https://doi.org/10.3102/00346543074001059>
- Hilman, C. (2025). Digital-based Islamic religious education: a new orientation in enhancing student engagement and spiritual understanding. *The Journal of Academic Science*, 2(1), 53-65. <https://doi.org/10.59613/66eafx60>
- Jannah, R., Anshari, M. R., & Khodijah, S. (2024). Application of digital-based video media in improving learning outcomes in madrasah in Central Kalimantan. *Ta'dib*, 27(2), 383-392. <http://doi.org/10.31958/jt.v27i2.13188>
- Hattie, J., Fisher, D., Frey, N., & Clarke, S. (2021). *Collective student efficacy: developing independent and inter-dependent learners (corwin teaching essentials)* 1st. Corwin Press.

- Qomar, M., Fitri, A. Z., Akhyak, & Kojin. (2024). Innovative learning strategies for Islamic Religious Education based on *merdeka belajar* curriculum in Vocational High Schools. *Al-Hayat: Journal of Islamic Education*, 8(3), 966–981. <https://doi.org/10.35723/ajie.v8i3.r587>
- Johnson, E. (2002). *Contextual teaching and learning: what it is and why it's here to stay*. SAGE Publications.
- Kaakandikar, R. M., Sakhare, A. A., & Prasad, N. (2025). Innovative approaches to teaching and learning in the 21st century: Leveraging technology for enhanced outcomes. In *New Technological Applications in the Flipped Learning Model* (pp. 37-70). IGI Global Scientific Publishing.
- Karatsareas, P. (2022). Semi-structured interviews. *Research methods in language attitudes*, 99.
- Khalid, F., Mirza, S. S., Bin-Feng, C., & Saeed, N. (2020). Learning engagements and the Role of Religion. *Sage Open*, 10(1). <https://doi.org/10.1177/2158244019901256>
- Lackmann, S., Léger, P.-M., Charland, P., Aubé, C., & Talbot, J. (2021). The influence of video format on engagement and performance in online learning. *Brain Sciences*, 11(2). <https://doi.org/10.3390/brainsci11020128>
- Latifah, E. D., Asmadi, I., & Yanuarsari, R. (2025). Innovation of technology-based learning models to increase student involvement in distance learning in Islamic Higher Education. *EDUKASIA Jurnal Pendidikan dan Pembelajaran*, 6(2), 853-866. <https://doi.org/10.62775/edukasia.v6i2.1589>
- Li, S., Zheng, J., & Lajoie, S. (2020). The relationship between cognitive engagement and students' performance in a simulation-based training environment: An information-processing perspective. *Interactive Learning Environments*, 31(3), 1–14. <https://doi.org/10.1080/10494820.2020.1848879>
- Malisi, M., Sardimi, S., Surawan, S., & Aldianoor, A. (2023). Contribution of PAI Teacher personality competence to student motivation in school exams. *Ta'dib*, 26(2), 291. <https://doi.org/10.31958/jt.v26i2.8437>
- Mayer, R. E. (2020). *Multimedia Learning* (3rd ed.). Cambridge University Press. <https://doi.org/DOI:10.1017/9781316941355>
- Nkomo, L., Daniel, B., & Butson, R. (2021). Synthesis of student engagement with digital technologies: a systematic review of the literature. *International Journal of Educational Technology in Higher Education*, 18(1), 34. <https://doi.org/10.1186/s41239-021-00270-1>
- Nuriyah, S. (2025). Achieving Educational Equality through Digital Learning: Challenges and Solutions in Underprivileged Madrasas. *Sphere of Educational Innovation*, 1(2), 92-99.
- O'Leary, M. (2020). *Classroom observation: A guide to the effective observation of teaching and learning*. Routledge.
- Pahome, D. (2023). Observation sheet—an essential tool for facilitating learning. *Romanian Review of Geographical Education*, 12, 5-16.
- Paivio, A. (1986). *Mental representations: A dual-coding approach*. Oxford University Press.
- Parhan, M., Syahidin, S., Somad, M., Abdulah, M., & Nugraha, R. (2024). Developing a

- contextual learning model in Islamic Education to improve applicable knowledge and foster knowledge-based virtues. *Jurnal Pendidikan Islam*, 10(1), 75–86. <https://doi.org/10.15575/jpi.v10i1.35205>
- Piaget, J. (1972). The epistemology of interdisciplinary relationships. In *Interdisciplinarity: Problems of Teaching and Research in Universities* (pp. 127–139). OECD. https://archive.org/details/ERIC_EDo61895
- Sardana, N., Shekoochi, S., Cornett, E. M., & Kaye, A. D. (2023). Qualitative and quantitative research methods. In *Substance use and addiction research* (pp. 65-69). Academic Press.
- Saripudin, D., Komalasari, K., & Anggraini, D. N. (2021). Value-based digital storytelling learning media to foster student character. *International Journal of Instruction*, 14(2), 369–384. <https://doi.org/10.29333/iji.2021.14221a>
- Schlunegger, M. C., Zumstein-Shaha, M., & Palm, R. (2024). Methodologic and data-analysis triangulation in case studies: A scoping review. *Western Journal of Nursing Research*, 46(8), 611-622. <https://doi.org/10.1177/01939459241263011>
- Shofiyyah, N., Komarudin, T. S., & Hasan, M. S. (2023). Innovations in Islamic Education Management within the university context: addressing challenges and exploring future prospects. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 8(2), 193-209. <https://doi.org/10.31538/ndh.v8i2.3625>
- Sholeh, M. I., Mohamed, M. R. A. A., Sokip, 'Azah, N., & Abror, S. (2024). Development of audio-visual media to enhance student comprehension in Islamic education. *ATTARBIYAH: Journal of Islamic Culture and Education*, 9(2), 145–156. <https://doi.org/10.18326/attarbiyah.v9i2.145-156>
- Skinner, B. F. (2014). *Science and Human Behavior*. The Macmillan Company. <https://doi.org/10.4135/9781483327372.n6>
- Suen, H. Y., & Hung, K. E. (2025). Enhancing learner affective engagement: The impact of instructor emotional expressions and vocal charisma in asynchronous video-based online learning. *Education and Information Technologies*, 30(3), 4033-4060. <https://doi.org/10.1007/s10639-024-12956-w>
- Sudiro, S., & Munjin, M. (2024). Teaching management of Islamic Religion Education based on virtual reality at Junior High School. *Al-Ishlah: Jurnal Pendidikan*, 16(4), 4599-4612. <https://doi.org/10.35445/alishlah.v16i4.6183>
- Sugiarto, F. (2025). Integration of Al-Qur'an Hadith Values as pedagogical innovation to improve the quality of Islamic Education. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 17(1), 171–184. <https://doi.org/10.37680/qalamuna.v17i1.6817>
- Susanti, S. S., Nursafitri, L., Hamzah, I., Zunarti, R., Darmanto, D., Fitriyah, F., Asy'arie, B. F., & As'ad, M. S. (2024). Innovative digital media in Islamic religious education learning. *Jurnal Pendidikan Agama Islam*, 21(1), 40–59. <https://doi.org/10.14421/jpai.v21i1.7553>
- Suseno, P. U., Ismail, Y., & Ismail, S. (2020). Pengembangan media pembelajaran matematika video interaktif berbasis multimedia. *Jambura Journal of Mathematics Education*, 1(2), 59–74. <https://doi.org/10.34312/jmathedu.v1i2.7272>
- Sweller, J. (2010). Element interactivity and intrinsic, extraneous, and germane cognitive

- load. *Educational Psychology Review*, 22(2), 123–138. <https://doi.org/10.1007/s10648-010-9128-5>
- Tavares, M., Azevedo, G., & Marques, R. P. (2022). The challenges and opportunities of era 5.0 for a more humanistic and sustainable society-a literature review. *Societies*, 12(6), 149. <https://doi.org/10.3390/soc12060149>
- Vygotsky, L. . (1978). *Mind in Society* (M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman (eds.)). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>