ABSTRAK

Ratna Sari; *Pengaruh Media Wayground Terhadap Motivasi dan Hasil Belajar Pendidikan Agama Islam Siswa Sekolah Dasar di Kecamatan Banjarmasin Tengah* di bawah bimbingan dosen pembimbing I: Dr. Hj. Tarwilah, M.Ag dan dosen pembimbing II: Dr. Lathifaturrahmah, M.Si., pada Program Pascasarjana UIN Antasari Banjarmasin (2026).

Kata Kunci : Media *Wayground*, Motivasi Belajar, Hasil Belajar PAI, Quasi Eksperimen.

Pembelajaran Pendidikan Agama Islam (PAI) di Sekolah Dasar masih menghadapi berbagai kendala, di antaranya rendahnya keterlibatan siswa dalam proses pembelajaran yang berdampak pada rendahnya motivasi dan hasil belajar. Kondisi ini dipengaruhi oleh dominannya penggunaan metode pembelajaran konvensional yang kurang sesuai dengan karakteristik peserta didik pada era digital. Oleh karena itu, diperlukan inovasi pembelajaran melalui pemanfaatan media pembelajaran interaktif yang mampu meningkatkan partisipasi aktif siswa serta mengoptimalkan proses belajar. Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan media *Wayground* terhadap motivasi belajar dan hasil belajar Pendidikan Agama Islam siswa Sekolah Dasar di Kecamatan Banjarmasin Tengah, baik secara simultan maupun parsial.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi eksperimen dan desain *Non-Equivalent Control Group Design*. Sampel penelitian berjumlah 205 siswa kelas V yang berasal dari empat Sekolah Dasar di Kecamatan Banjarmasin Tengah yaitu SD Negeri Seberang Mesjid 1, SD Negeri Mawar 7, SD Negeri Pasar Lama 3, dan SD Negeri Gadang 2 yang terdiri atas 104 siswa kelompok eksperimen dan 101 siswa kelompok kontrol. Data dikumpulkan melalui angket motivasi belajar berdasarkan model ARCS (*Attention, Relevance, Confidence, Satisfaction*) dan tes hasil belajar PAI. Analisis data dilakukan menggunakan statistik deskriptif berupa peningkatan *N-Gain* dan Multivariate Analysis of Variance (MANOVA) serta Uji Lanjut *Univariat-Test of Between-Subjects Effects* dengan bantuan program SPSS.

Hasil penelitian menunjukkan bahwa penggunaan media *Wayground* berpengaruh signifikan terhadap motivasi belajar dan hasil belajar PAI siswa. Secara simultan, hasil MANOVA menunjukkan nilai *Pillai's Trace* sebesar 0,310 dengan $F = 45{,}447$ dan $p = 0{,}000$ ($< 0{,}05$), yang menunjukkan adanya pengaruh signifikan dengan ukuran efek yang tergolong besar. Secara parsial, penggunaan *Wayground* berpengaruh signifikan terhadap motivasi belajar ($F = 91{,}264$; $p = 0{,}000$) dan hasil belajar PAI ($F = 36{,}645$; $p = 0{,}000$). Kelompok eksperimen menunjukkan peningkatan motivasi belajar dan hasil belajar yang lebih tinggi dibandingkan kelompok kontrol. Temuan ini sejalan dengan *Cognitive Theory of Multimedia Learning* dari Mayer yang menjelaskan bahwa kombinasi unsur visual, teks, dan interaktivitas mampu mengoptimalkan proses pengolahan informasi siswa. Selain itu, peningkatan motivasi belajar mendukung model ARCS Keller

yang menekankan pentingnya perhatian, relevansi, kepercayaan diri, dan kepuasan dalam proses pembelajaran.

Berdasarkan hasil penelitian dapat disimpulkan bahwa media *Wayground* efektif digunakan dalam pembelajaran Pendidikan Agama Islam di Sekolah Dasar karena mampu meningkatkan motivasi belajar dan hasil belajar siswa secara signifikan. Temuan ini memberikan implikasi bahwa integrasi media pembelajaran digital interaktif dapat menjadi alternatif strategis dalam mendukung transformasi pembelajaran PAI yang lebih efektif, menarik, dan sesuai dengan karakteristik siswa pada era digital.

ABSTRACT

Ratna Sari; Ratna Sari; *The Effect of Wayground Media on the Learning Motivation and Learning Outcomes of Islamic Religious Education among Elementary School Students in Central Banjarmasin District*, under the supervision of the first supervisor, Dr. Hj. Tarwilah, M.Ag., and the second supervisor, Dr. Lathifaturrahmah, M.Si., at the Postgraduate Program of UIN Antasari Banjarmasin (2026).

Keywords: Wayground Media, Learning Motivation, Islamic Religious Education Learning Outcomes, Quasi-Experiment.

The teaching and learning of Islamic Religious Education (IRE) in elementary schools continues to face various challenges, including low student engagement in the learning process, which contributes to low levels of learning motivation and academic achievement. This condition is influenced by the predominance of conventional teaching methods that are less compatible with the characteristics of learners in the digital era. Therefore, educational innovation through the utilisation of interactive learning media is required to enhance students' active participation and optimise the learning process. This study aimed to analyse the effect of *Wayground* media on students' learning motivation and learning outcomes in Islamic Religious Education at elementary schools in Central Banjarmasin District, both simultaneously and partially.

This study employed a quantitative approach using a quasi-experimental method with a Non-Equivalent Control Group Design. The sample consisted of 205 fifth-grade students from four elementary schools in Central Banjarmasin District, namely SD Negeri Seberang Mesjid 1, SD Negeri Mawar 7, SD Negeri Pasar Lama 3, and SD Negeri Gadang 2, comprising 104 students in the experimental group and 101 students in the control group. Data were collected through a learning motivation questionnaire based on the ARCS model (Attention, Relevance, Confidence, and Satisfaction) and an Islamic Religious Education achievement test. Data analysis was conducted using descriptive statistics in the form of N-Gain improvement scores and Multivariate Analysis of Variance (MANOVA), followed by the Univariate Follow-up Test (Tests of Between-Subjects Effects) with the assistance of SPSS software.

The findings revealed that the use of *Wayground* media had a significant effect on both students' learning motivation and learning outcomes in Islamic Religious Education. Simultaneously, the MANOVA results indicated a Pillai's Trace value of 0.310 with $F = 45.447$ and $p = 0.000$ (< 0.05), demonstrating a significant effect with a large effect size. Partially, the use of *Wayground* significantly affected learning motivation ($F = 91.264$; $p = 0.000$) and Islamic Religious Education learning outcomes ($F = 36.645$; $p = 0.000$). The experimental group demonstrated greater improvements in both learning motivation and learning outcomes compared with the control group. These findings are consistent with Mayer's Cognitive Theory of Multimedia Learning, which explains that the

combination of visual elements, text, and interactivity can optimise students' information processing. Furthermore, the increase in learning motivation supports Keller's ARCS Model, which emphasises the importance of attention, relevance, confidence, and satisfaction in the learning process.

Based on the findings, it can be concluded that *Wayground* media is effective for use in Islamic Religious Education learning at the elementary school level, as it significantly enhances students' learning motivation and learning outcomes. These findings imply that the integration of interactive digital learning media can serve as a strategic alternative in supporting the transformation of Islamic Religious Education learning to become more effective, engaging, and aligned with the characteristics of learners in the digital era.