

THE EFFECTIVENESS OF MORAL LEARNING USING INTERACTIVE MEDIA IN SECONDARY SCHOOLS

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Abstract

Interactive media in moral learning is the use of various digital tools such as educational games, simulations and interactive videos to support the process of teaching moral values and good attitudes. This media aims to increase student involvement and provide a more in-depth and personalized learning experience, enabling students to understand and internalize moral values more effectively. The study in this research uses literature research methods. This research concludes that the use of interactive media significantly increases students' involvement and understanding in the context of learning morality knowledge. For students who receive interactive media education, active engagement is higher, and they are able to find connections between moral values and real-life situations, which significantly deepens their students' understanding of the consequences of their actions. Additionally, popular interactivity provides real-time feedback opportunities, meaning that timely and personalized corrections provide the motivation for clearer and more effective directional cues, and more effective and efficient classroom management. Simultaneously, despite the importance of digital elements in teaching ethics, the literature points to the importance of integrating online strategies with traditional methods so that the learning environment is holistic and balanced. Thus, interactive media will prove its effects, to a certain extent, based on a consistent relationship with comprehensive understanding. These findings collectively confirm the relevance of improving technology

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infrastructure and teacher skills for its use to provide the greatest benefit.

Keywords: Effectiveness, Moral Learning, Interactive Media

INTRODUCTION

The acceleration of the flow of information in today's era of globalization requires all areas of life to adjust their vision, mission, goals and strategies so that they suit needs and are not outdated and remain on the right track. These adjustments directly change the order in macro and micro systems. For this reason, the education system must always be developed in accordance with the needs and developments that occur both locally, nationally and globally (Nursalam et al., 2023).

Learning is a process of transferring knowledge, forming students' attitudes and behavior through messages contained in teaching materials. A phenomenon that often occurs is when the learning messages conveyed by educators always or more lead to rigid and monotonous conventional learning. This phenomenon requires educators to be more professional in teaching because the key to success in the learning process is determined by professional educators. According to Fachrudin and Ali Idrus, they explained that teacher professionalism is the main key to the smooth and successful learning process in schools. Because only professional teachers can create an active situation for students in learning activities (Anggraeni & Komalasari, 2022).

An educator's expertise in teaching which is supported by relevant methods related to teaching material and accompanied by learning media is able to increase students' understanding of content and meaning, so that the teaching material delivered by the teacher can be absorbed by students perfectly. Research conducted on the use of instructional media in the teaching and learning process came to the conclusion that the students' learning processes and outcomes showed significant differences between teaching without media and teaching using media (Ambarita et al., 2022). Therefore, the use of teaching media in the teaching process is highly recommended to improve the quality of teaching.

The success of learning is strongly supported by choosing the right methods and media. Learning will be effective and efficient if students are able to be invited to think actively and creatively through various activities that lead to the core of the learning process being taught (Ploetzner, 2022). In this way, students will have competencies that are in line with the demands of

the times. One way is to use interactive multimedia as a tool to clarify the teaching material presented in learning Aqidah Akhlak. In line with technological developments, especially in the field of education, currently the use of learning tools or media is becoming increasingly widespread and interactive, computer-based via the internet network. Apart from that, the development of science and information technology demands a shift from contentional paradigm learning towards technology-based learning.

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The quality of education can be improved, one of the ways is by changing learning, which is generally still monotonous, using the help of interactive media. Interactive media is a combination of digitally manipulated text, animation, graphic art, and video elements that are equipped with controllers and can be operated by the user. The use of interactive media makes the teaching and learning process more powerful, where technology-based communication between students provides added value in communication skills. Learning media is one of the supports for the success of learning objectives, because media is used as a tool to create active, fun and effective learning situations. With this technological progress, integration of science with Islamic values is necessary, because students will gain knowledge that is strengthened by faith and piety (Chen et al., 2023). Therefore, educators are expected to be able to design learning media that is interesting and can connect it with moral learning.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and

synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

The Concept of Morals in Education

Morals or morality comes from the Arabic word "khuluq" which means habit or character. In the educational context, morals refer to behavior that reflects ethics, morals and manners which are recorded and given to students by the community. This article will use the terms interchangeably. Morals include values such as honesty, responsibility, mutual respect, and many others (. et al., 2022). ethical education aims to shape the character of students so that they not only become smart but also have high ethics that will guide them through everyday life. Morals in education have an important role in creating good individuals as society's human resources. Morals in education make students continue to give back to society. Individuals are good in society's view. Because every individual, whether teenager or adult, has a taste for values, it is important to give them good morals from an early age. Morals in education ensure that there is mutual understanding between students and their teachers. This material brings students to talk together about the hopes of their society in times that will have good and bad opportunities (Rahmah, 2023).

Apart from that, moral teaching in secondary schools also aims to create a more harmonious and conducive learning environment. In paying attention to character and moral education, school education seeks to create a culture of mutual respect and tolerance, cooperation and discipline among students. effective moral teaching in secondary schools also improves the quality of social interaction between students and the preparation of students in society, in carrying out other education towards reliable and harmonious youth (Magyar, 2022). Apart from that, teaching morals aims to create a more harmonious and conducive learning environment, where not only achievement is pursued, but also holistic character development. Thus, moral education supports the teaching and learning process. The ideal student is a student who learns both academically and in character building.

Interactive Media in Education

Interactive media is a tool or platform that allows users to actively participate in the communication or information process, rather than being just passive recipients. This media includes various forms of digital technology such as mobile applications, websites, video games, e-books, and social media platforms that enable two-way interaction between users and content. The main advantage of interactive media is its ability to create a more personal, dynamic and engaging experience, thereby increasing user understanding and engagement (Meng & Wang, 2024).

One example of interactive media is an online learning application such as Duolingo, which allows users to learn a foreign language through a series of exercises that can be adapted to each user's skill level. The app also provides immediate feedback and gamification features such as rewards and levels to maintain learning motivation. Another example is social media platforms such as Instagram, which allow users to upload photos and videos, as well as interact directly through comments, likes, or private messages (Zhang, 2022). In addition, interactive news websites such as The New York Times also provide interface elements that allow readers to click, scroll, and interact with interactive graphics or articles to obtain more in-depth, context-rich information.

Interactive media plays a crucial role in the learning process because of its ability to make subject matter more interesting and easy to understand. Through features such as videos, quizzes, simulations and educational games, students can learn in a more dynamic and participatory way. This not only increases student engagement, but also allows them to learn in a more contextual and applicable way. By using interactive media, teachers can present learning material more creatively and comprehensively, so that they can accommodate various student learning styles, from visual, auditory, to kinesthetic (Mughni & Nurgiansah, 2024).

The main benefit of using interactive media in learning is increasing student motivation and attention. When students feel directly involved in the learning process, their level of retention and understanding of the subject matter tends to be higher. Apart from that, interactive media also allows self-paced learning, where students can learn according to their own pace and abilities. Features such as live feedback and performance analysis also provide students and teachers with useful insights into learning progress, making it easier to identify areas that need improvement (Fitria, 2023). Overall,

interactive media not only enriches the learning experience, but also encourages more effective, enjoyable and sustainable learning.

Moral Learning Using Interactive Media

Interactive media-based moral learning is an educational approach that integrates digital technology and interactive tools to teach moral and ethical values to students. Through the use of applications, games, animated videos, simulations and e-learning platforms, students are invited to explore moral concepts such as honesty, responsibility, empathy and respect in a more in-depth and contextual way. This approach provides space for students to not only receive information passively, but also actively participate in a fun and challenging learning process (Farach et al., 2022).

Interactive media-based moral learning offers various significant benefits. One of its advantages is the ability to make moral learning more interesting and relevant for students, especially in the current digital era. Through interactive activities, students can more easily understand and apply moral values in real situations simulated by interactive media. In addition, this method also allows providing direct feedback which helps students in self-reflection and better understanding of good and bad behavior (exposito, 2022). Thus, this approach not only strengthens theoretical knowledge about morals, but also supports the holistic development of students' character.

One example of the application of interactive media in moral learning is the use of educational game applications specifically designed to teach moral values to children. For example, a game that invites players to help the main character complete various challenges by choosing actions that are in accordance with the values of honesty, responsibility and empathy. every time players make the correct choice, they get points or awards, as well as an explanation regarding the importance of the chosen moral value (Zafrullah et al., 2024). In this way, students not only learn about moral concepts theoretically, but also internalize these values through fun interactive experiences.

Apart from games, the use of animation and interactive videos can also be an effective tool in moral learning. For example, an e-learning platform provides a series of interactive story videos where students can determine the storyline based on their choices. These stories can describe everyday situations that emphasize the importance of empathy, cooperation and tolerance. Students can actively participate by choosing the actions of characters in the story and seeing the consequences of each choice they

make. This helps students to understand the impact of their actions and develop critical thinking skills and self-reflection regarding moral values (Sholihah & Astutik, 2024)

Benefits of Using Interactive Media in Moral Learning

The use of interactive media in moral learning offers various significant advantages. One of the main benefits is increased student engagement and motivation. Interactive media such as educational games, videos and simulations provide a more interesting and dynamic learning experience than conventional methods. Students are invited to actively participate in learning activities, so that it is easier for them to understand and internalize the moral values taught. With the ability to interact directly with the material, students are more motivated to learn and understand moral concepts in depth (Mawaddah et al., 2023).

Another advantage is flexibility in learning. Interactive media allows students to learn at their own pace and learning style. They can access materials anytime and anywhere, which is very useful especially in today's digital era. In addition, interactive media can also be adapted to individual student needs, allowing for personalization in moral learning. Features such as live feedback and performance analysis help students understand their progress and areas that need improvement, so that learning becomes more effective and focused (Karimah & Wati, 2023).

even though it has many advantages, the use of interactive media in moral learning also faces a number of challenges. One of the main challenges is the need for adequate technological infrastructure. Not all schools or students have access to the technological devices and internet needed to optimize the use of interactive media (Garrand, 2023). This can lead to gaps in accessibility and quality of learning between students who have access to technology and those who do not. In addition, the costs of developing or purchasing quality interactive media can also be a barrier for some educational institutions.

Another challenge is the difficulty in measuring the effectiveness of moral learning through interactive media. Although this medium can provide direct feedback and performance analysis, measuring the internalization of moral values and changes in student behavior in the real world requires a more comprehensive approach. In this case, collaboration is needed between technology and educators to ensure that moral learning not only runs technically, but also has a positive impact on the development of students'

character. educators also need to be trained to be able to use interactive media effectively and integrate it with traditional learning methods, so as to create balance and synergy in the moral education process (Megawati & Palevi, 2024).

By understanding these advantages and challenges, educational institutions can plan more effective strategies in implementing interactive media for moral learning, so that the goals of character education can be achieved optimally.

Effectiveness of Interactive Media in Moral Learning

Interactive media has been proven effective in supporting moral learning through various studies and practical experiences in the field. One important aspect that ensures this effectiveness is its ability to increase student engagement. Through educational game applications, simulations and interactive videos, students can be actively involved in the learning process (Faisal et al., 2023). This not only makes learning more interesting, but also helps students to more easily understand and relate moral values to real situations in their lives. The use of interactive technology allows students to experience the impact of their moral choices, which deepens their understanding of the consequences of their actions.

In addition to higher engagement, interactive media also supports learning effectiveness by providing immediate and personalized feedback. In moral learning, timely feedback is essential to help students realize their mistakes and understand how to correct them. Interactive media can provide real-time performance analysis, so students can see the extent to which they are practicing the moral values taught. It also allows teachers to more easily identify areas that require special attention and provide more targeted guidance to students (Tsai et al., 2024).

Personal and Adaptive Approach

The effectiveness of interactive media in moral learning is also enhanced by the ability of this technology to adapt to individual student needs. Interactive learning systems are often equipped with adaptive mechanisms that can adjust the level of difficulty and content based on the student's progress and learning pace. This allows each student to learn at a level appropriate to their abilities, increasing learning effectiveness (Aryanto et al., 2023). For example, if a student shows a good understanding of one moral value, subsequent content can be organized to introduce more complex

challenges related to that value. Conversely, if a student is struggling, the system can offer additional material or simpler exercises to ensure better understanding.

However, although interactive media has many advantages, its effectiveness also depends greatly on how the media is used in an educational context (Azizah et al., 2022). It is important to note that interactive media is most effective when used as a complement to, not a replacement for, traditional learning methods. The combination of digital and traditional face-to-face approaches can create a more balanced and holistic learning environment. Teachers continue to play a key role in guiding, motivating, and assessing students, as well as ensuring that the use of technology supports overall moral learning goals. Thus, interactive media can be a very effective tool in moral learning, as long as it is integrated with a comprehensive and appropriate educational strategy.

CONCLUSION

A literature review regarding the effectiveness of interactive media in moral learning shows that this media significantly increases student engagement and understanding. Through the application of educational games, simulations and interactive videos, students can be more actively involved in the learning process, which makes moral values easier to understand and internalize. Interactive media also allows students to relate moral values to real-life situations, so they can see and feel the impact of their moral choices, which deepens their understanding of the consequences of actions. In addition to higher engagement, interactive media also provides fast and personalized feedback, which is key in moral learning. Real-time feedback allows students to immediately recognize their mistakes and understand how to correct them. This also makes it easier for teachers to identify areas that need special attention and provide more targeted guidance. This approach increases the effectiveness of learning by ensuring that each student receives support appropriate to their needs.

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