



Kit I-led Model Innovation to Increase Student Learning Interest in Islamic Education Study Program

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Abstract

The advancement of learning innovation in the 5.0 era is characterized by the integration of modern technologies, such as the Internet of Things and artificial intelligence, as well as big data analysis that focuses on a more personalized and interactive learning experience. In the current context, education in this setting should not only be oriented towards the mastery of material or theory but also be able to develop critical and creative skills, especially in facing global challenges. Project-based learning, collaboration between students, and the combined use of digital platforms are important elements in creating an inclusive and adaptive learning environment. By utilizing this technology, it is expected to increase both effectiveness and efficiency in the learning process and to form work-ready individuals. This research aims to explore one of the learning models in the 5.0 era in an effort to increase interest in learning in higher education by using the Kit I-led learning model innovation. The Kit I-led learning model innovation is a development of the Kit I-Sir learning model innovation. Kit I-led offers the use of learning models by covering three aspects of education, namely cognitive, psychomotor, and affective, with the latest technology in the form of queezezz applications. This research uses a qualitative approach, where data is obtained through interview and observation techniques. The results showed that integrating digital technology, in this case the Kit I-led model, as an innovation in the Islamic Education study program was able to increase student interest in learning, as evidenced by the creativity and critical analytical level of students who were enthusiastic about attending lectures.

Keywords:

Learning Innovation, I-led Kit, Islamic Religious Education

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A. Introduction

Era 5.0 marks a new phase in technological development that not only focuses on technical innovation, but also on the integration of social and humanist aspects. In the context of education, the progress of learning media innovation is undergoing a significant transformation, driven by the development of digital technology, artificial intelligence, and the internet of things (IoT). Innovative learning media allows teachers to create a more interactive and personalized learning experience, thus meeting the needs of diverse students. By utilizing technologies such as augmented reality (AR), virtual reality (VR), and AI-based learning platforms, the teaching and learning process becomes more engaging and effective.

In addition, Era 5.0 also encourages collaboration between various stakeholders, including technology developers, educators and students themselves. This creates an educational ecosystem that is more inclusive and responsive to the challenges and needs of the times. In this context, the utilization of innovative learning media not only aims to improve the quality of education, but also to shape character and skills that are relevant to the needs of the future world of work.

Against this background, it is important to explore more deeply the progress of learning media innovation in Era 5.0. Learning innovation is one of the keys to increasing students' interest in learning, especially in the field of Islamic Religious Education (PAI). In the ever-evolving digital era, traditional approaches to learning are often no longer adequate to meet the needs of a more dynamic and technology-connected younger generation. Therefore, it is important to integrate innovative learning methods and media to create a more engaging and interactive learning experience.

Islamic Education students often face challenges in understanding complex religious concepts and applying them in daily life. Low interest in learning can be caused by monotonous teaching methods, lack of practical engagement, or material that is considered irrelevant to their context. In this case, learning

innovation becomes a solution that needs to be considered to create a more interesting and rewarding learning experience.

Innovation in PAI learning can cover various aspects, ranging from the use of information technology, project-based approaches, to curriculum development that is relevant to the context of students' daily lives. By applying these innovations, it is expected that students not only understand the material theoretically, but can also apply it in real life, thus increasing their motivation and interest in learning.

Through this introduction, we will explore various innovative strategies in PAI learning that can help increase students' interest in learning, as well as the challenges and opportunities faced in their implementation. With a better understanding of these innovations, it is hoped that a more conducive and interesting learning environment can be created for PAI students.

The Kit I-led method is a learning model that is a development of the previous learning model innovation, Kit I-Sir. Kit I-led offers the use of a learning model by covering three aspects of education, namely cognitive, psychomotor, and affective, with the latest technology in the form of queezezz applications. Through this model innovation, it is hoped that it can be a solution to the problems faced, especially in the scope of Islamic religious education and generally can also be applied to other study programs.

B. Method

This research uses a qualitative approach. The purpose of this research is to analyze the use of Kit I-led model learning innovation in increasing learning interest in PAI study program students, as well as analyzing the obstacles that may be experienced during the learning process. This research takes the example of a case or phenomenon that exists at STAI Nurul Islam Mojokerto, especially in the 3rd semester PAI class with the subject of Islamic Education Philosophy.

In this study, the informants taken were lecturers and students. Data collection is done by interview and observation, and then analyzed with steps

starting from data collection, data presentation and conclusion drawing. Furthermore, the data obtained from interviews and observations are analyzed inductively and deductively. Then the data will be checked for validity through triangulation techniques by comparing data from one data with other data or one informant with another informant in order to get results that can be accounted for.

C. Result and Discussion

21st century education presents a paradigm shift in the way we learn and teach. The main focus lies on the integration of digital technologies that expand access to information and facilitate online learning. Project-based learning approaches increasingly dominate, encouraging students to participate in real-life experiences and develop critical skills, such as collaboration and creativity. In addition, a flexible and interdisciplinary curriculum allows students to link various disciplines, while personalized learning addresses individual needs. An emphasis on students' mental health and well-being is also increasingly important, accompanied by a global education that prepares students to contribute in an interconnected society. A 21st century education aims to create adaptive individuals who are ready to face the challenges of the future.

In the era of educational progress that is now entering 5.0, there is a significant shift, namely the integration of advanced technology such as artificial intelligence and the Internet of Things (IoT) in the learning process. In this 5.0 era, humans are placed at the center of innovation, encouraging the development of social, emotional, and creative skills in addition to technical abilities. With an adaptive and responsive learning environment, 5.0 education aims to equip students with the collaborative and interdisciplinary skills needed to face the complex challenges of the future. Therefore, to achieve educational goals, innovation in terms of learning is needed, especially integration with technological advances (Uci et al., 2023).

1. Learning Model Innovation in University

Innovations are ideas, practical matters, methods, ways that are observed to be perceived as new to a person or group of people or society

(Ulfah & Saeful Anwar, 2024: 57-76). Therefore, innovation, especially in the world of education, is considered important. Innovation is part of a deliberate, new, special change to achieve certain goals and is observed as something new or it can be said that this change can be planned and desired (Yumarni, 2019: 112-116). Innovation can also be called something new in social situations to answer or solve a problem (Rif'atul Khoiriyah & Abdul Muhid, 2022: 192-205).

Etymologically, innovation stems from the Latin innovation which means renewal and change. In terms of innovation, it means new changes towards improvement and planning (Andi, et al., 2022). In KBBI, innovation means the introduction of new things or new discoveries that are different from those that have existed or have been known before (Ahmad Syauqi, 2019). So from the above definitions, it can be concluded that innovation is an effort to find new objects or things by carrying out activities. Inovasi dalam pembelajaran mengandung maksud upaya pembaharuan dalam proses pembelajaran melalui model atau strategi yang diterapkan oleh pendidik dalam rangka memfasilitasi peserta didik untuk memperoleh kemajuan dalam proses dan hasil belajar (Muhaamad Nurhadi et al., 2024 : 432-438). Melalui inovasi yang dilakukan diharapkan juga mampu menumbuhkan pemikiran kritis dan terampil dalam pemecahan masalah.

Meanwhile, a learning model is a framework or approach used to design and implement a learning process that includes strategies, methods, and techniques applied by teachers to achieve certain educational goals. The learning model helps in organizing material, interaction between teachers and students, and assessment of learning outcomes.

The main characteristics of learning models include (Rusman, 2013) is:

- a. Clear Structure: Provides systematic steps or procedures for the learning process.
- b. Focus on Learning Objectives: Ensures that all activities and methods used support the achievement of educational objectives.

- c. Active Interaction: Encouraging students' active involvement in the learning process, both individually and in groups.
- d. Variety of Methods: Incorporate a variety of teaching and assessment methods to meet different needs and learning styles.

Some examples of commonly used learning models are:

- a. Cooperative Learning Model: Emphasizes collaboration between students in groups.
- b. Project Based Learning Model: Uses real projects as a tool for learning.
- c. Flipped Classroom Model: Shifts the delivery of material outside the classroom, so that in-class time is used for discussion and application.

In the world of higher education, the development of learning model innovation has undergone many significant changes, especially in recent years. Here are some of the prominent trends and innovations (Talkah & Muslih, 2021: 13-21):

- a. Technology-based Learning
 - 1. Blended Learning: A combination of face-to-face and online learning. It allows better flexibility and accessibility for students.
 - 2. MOOCs (Massive Open Online Courses)**: Open online courses that allow participants from all over the world to learn from renowned lecturers without geographical restrictions.
 - b. Active Learning

Models such as the flipped classroom, where students study material at home and conduct discussions or applications in class, increase participation and understanding.
 - c. Collaborative Learning

Emphasis on working together in small groups, encouraging students to share knowledge and experiences and develop interpersonal skills.
 - d. Project-based Learning

An approach that focuses on real projects, where students work on real-world problems, developing critical and problem-solving skills.
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e. Gamification

The use of game elements in learning to increase student motivation and engagement, such as rewards, leaderboards and challenges.

f. Personalized Learning

Utilizing data analytics to customize each student's learning experience based on their progress and needs.

g. Interdisciplinary

Encouraging collaboration between disciplines, resulting in a more holistic approach to learning and the development of innovative solutions.

h. Innovation in Assessment

The use of formative and authentic assessments that emphasize the learning process, not just the end result, as well as the use of digital portfolios.

i. Industry Engagement

Collaboration with industry to create a relevant curriculum and provide students with practical experience through internships and real projects.

These innovations aim to improve the quality of education, enrich students' learning experience, and prepare them for the challenges of the working world. With the rapid development of technology and the changing needs of society, universities continue to adapt to provide relevant and quality education.

Through the use of appropriate learning models, it is expected that the educational process will be more effective and enjoyable for students. Therefore, learning model innovation is an important aspect in an effort to increase student interest and motivation to learn, especially in the field of Islamic Religious Education (PAI). In the context of modern education, where technology and information play a very significant role, traditional learning methods are often considered less effective in attracting students'

attention. Therefore, it is important to apply more creative and relevant approaches.

2. *Kit I-led Method*

The Kit I-led method is a development of the previous method, Kit I-Sir. Where Kit I-Sir is a development of learning innovations applied to Islamic history subjects in Malaysia using media in the form of magnetic boards. This assessment-focused learning innovation provides opportunities for students to play while learning. The performance of Kit I-Sir is that the teacher explains the learning in phase 1 and 2, so that it is then repeated briefly in phase 3. At this stage students are asked to come forward one by one to answer the questions given by stating the answers that have been available in colorful magnets and placed on a small whiteboard where the answer categories are available, and at the end students are asked to make small groups to answer the questions that have been given in the sheet in groups.

The emergence of the I-led Kit method, which is a development of the I-Sir Kit, provides a different picture. The reason is that the Kit I-led method has combined the use of technology and can be applied at the elementary age level to tertiary institutions provided that the institution is adequate in terms of needs. This method in the process has implemented IT-based learning where teaching materials or materials have been included in padlets (learning websites that can contain reference sources in the form of digital book references, trusted journals or also the latest learning videos). The learning that is carried out is also IT-based, where students get an understanding of the material through padlets and at the evaluation stage using quizzes. Through the application of this method, of course students do not feel bored quickly, easily grasp the material, increase student activeness and interest in learning will also grow, so that learning outcomes will also be achieved optimally.

3. *Learning Interest*

Interest in learning is a person's interest and motivation to engage in a learning process that includes a desire to understand, explore and master new material or skills. Interest in learning is a crucial element in the educational process that not only determines academic outcomes, but also students' personal development. Interest in learning can be influenced by various factors, such as the environment, previous experience, and support from people around. High interest can improve the quality of learning and help individuals achieve their academic and personal goals. (Andi Achru, 2019).

Some psychological aspects that can affect interest in learning include Intrinsic motivation or motivation that comes from within the individual, such as curiosity and personal satisfaction in learning. Extrinsic motivation or external factors, such as rewards, praise, or good academic results. Emotional engagement or positive emotions towards learning, such as excitement or pride and conversely, negative experiences can decrease it. Influence of cognition or ability The process of thinking and understanding the material (Syardiansyah, 2016). If individuals feel able to understand and master the material, their interest tends to increase. Thus, through activities to understand and utilize the various aspects that influence interest in learning, will create a more supportive and motivating educational environment. Therefore, efforts to increase interest in learning must be done holistically, involve various parties, and pay attention to the individual needs of students.

Next, leading figures said that in addition to several psychological aspects that affect interest in learning, there are also theories related to interest in learning including:

- a. Self-Determination Theory, which states that the need for autonomy, competence, and social connectedness is important to increase motivation and interest in learning.
- b. Interest Theory (Hidi and Renninger), According to this theory, interest is divided into two types, namely (Situational Interest) or interest that is

awakened by certain conditions or contexts. for example, interesting teaching. (Individual Interest) or interests that are more stable and sustainable, usually developing over time and experience.

- c. Engagement Theory, which states that involvement in the learning process (either emotionally, cognitively, or socially) greatly affects interest in learning.

In this case, interest in learning not only affects academic achievement, but also various other aspects, such as (Syaiful Bahri, 2011):

- a. Social Skills, Students who are involved in active learning activities tend to have better social skills, because they interact with friends and teachers.
- b. Character Education, High interest in learning is often accompanied by the development of positive values, such as discipline, responsibility and perseverance.
- c. Innovation and Creativity, A strong interest in learning can encourage individuals to think creatively and innovatively, creating new solutions to existing problems.

The role of educators and parents in this context is very important, to support the development of interest in learning, several ways that can be done by educators such as (Djali, 2012):

- a. Personalizing Learning, which adapts teaching materials and methods to students' interests and learning styles can make them more engaged.
- b. Project-based learning, which prioritizes using projects relevant to real life so that it can help students relate lessons to practical experience, and increase their interest. Providing Positive Feedback, where educators provide constructive and positive feedback so as to make students feel valued and motivated to learn more.
- c. Integrating Technology - the use or utilization of technology in learning, such as educational apps and online learning platforms, can attract students who are familiar with technology.

4. Innovation of the I-led Kit Model in increasing Student Learning Interest in Islamic Education Study Program

The application of the Kit I-led model in PAI learning is carried out on all students with steps that have been compiled in the planning stage, as for the steps of applying this model as follows:

- a. Preliminary activities, students form discussion groups with a predetermined theme, after which this stage begins with an understanding of the material through padlets to provide basic assumptions to students



Figure 1. Padlet Website View



Figure 2 & 3. Student Practice Using Padlet

- b. After students carry out the basic assumption stage through the padlet page, the next activity is joint discussion by assigning one person to each group to provide an understanding of the themes that have been divided to other groups. At this stage, after all groups understand the sub-themes that have been divided, they continue to discuss issues that have been prepared in quizzes through the comments column.



Figure 4. Quizzez Website View



Figure 5. Student Discuss about Trust Issue on The Quizzez page

- c. After completing the discussion on the quizzes page, students return to the original group to conduct a joint evaluation of the understanding that

has been obtained in the discussion process through the quizzes game.
(picture of students working on questions in quizzes)

From the learning process that has taken place using the i-led kit method, it shows that this learning model is able to increase student interest in learning. This can be seen from the students' interest in the material. As stated by Wahyu Saputro:

“I feel interested and more enthusiastic when the material is taught using learning methods like this, which is a combination of group discussions, problem solving and of course integrating the use of technology through padlets and quizzes.”

The same thing was also conveyed by Nazwa Erliza as in her words:

“In the process of lecture activities, the lecturers do have their own models and methods in delivering the material, but in my opinion the use of a model like this has a different feel and the class is much more alive, I myself feel more interested in the material presented, interactive discussions, as well as the use of learning media such as padlets and quizzes.”

Another evidence that shows that the learning innovation of the I-led kit model is able to increase PAI students' interest in learning is that learning takes place actively and reflectively. As stated by Nazwa Erliza as follows:

“yes, I also feel that the class is more lively and the dialog takes place interactively with the discussion model presented, namely problem solving on the material. The discussion groups that were formed helped the dialog to be more intense between one another. ”

A similar opinion was expressed by Andra as follows:

“I also feel the same way, not only that indirectly group discussions also increase the level of criticism of students responding to the problem solving presented.”

In addition, the indicator that this learning model innovation is able to increase student interest in learning can also be seen from the level of understanding of the material based on the results of the assessment through quizzes. As conveyed by Andra as follows:

“the use of this innovative learning model, more or less makes it easier for us to understand the material, in addition to being adaptive to the technology the display presented is also able to provide new colors.”

The same opinion was also conveyed by Anggi Fitria as follows:

“the innovation presented provides its own understanding with the innovations made, of course, it makes it easy for us to do the assessment because we get a full understanding of the material.”

Based on the results of the documentation and interviews above, it can be concluded that the learning innovation of the i-led kit model is able to increase the interest in learning of PAI study program students, illustrated in the process of learning activities that take place being able to provide a new atmosphere, liven up the classroom atmosphere, increase the level of criticism and student understanding of the material. The learning model is also adaptive and innovative because in the process it has adopted technological advances without abandoning important values in learning. Not only that, this learning model can also improve student learning outcomes. In the future, it is hoped that learning model innovations will continue to develop and of course be able to be adaptively used in all levels of education.

D. Conclusion

Technological developments demand that the world of education must adapt so that it is always adaptive and transformative. Education as the spearhead of civilization cannot be separated from the demands of development. From the research that has been done, it shows that the I-led kit learning model is able to show an increase in interest in learning in PAI study program students, indicated by a lively classroom atmosphere through interactive discussions, a high level of criticism and student understanding of the material seen from the assessment results through significant quizzes. So from these results the I-led kit model is able to increase interest in learning in PAI study program students.

Based on the research results that the I-led Kit innovation can foster student interest in learning, the author recommends that the use of the I-led Kit model can also be used as a guideline and innovation in learning models by other campuses. The limitations of the study may lie in how effective the use of these innovations is, therefore research using quantitative methodology is recommended for the future.

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