Edukasia: Jurnal Penelitian Pendidikan Islam
https://journal.iainkudus.ac.id/index.php/Edukasia/index
P-ISSN: 1907-7254; E-ISSN: 2502-3039
Vol. 19 No. 2 Tahun 2024 | 369-388
DOI: 10.21043/edukasia.v19i2.28599

Innovative Learning Media Exhibition: Cultivating Motivation among Islamic Education Students to Create Engaging Learning Media

Umi Hijriyah[1], Baharudin[2], Ida Fiteriani[3], Fitriati[4], Nurul Azizah[5]
UIN Raden Intan Lampung, Indonesia[1,2,3,5]
Universiti Kebangsaan Malaysia, Malaysia[4]

baharudinpgmi@ radenintan.ac.id[2] /Corresponding Author
umihjijriyah@radenintan.ac.id[1]
ida.fiteriani@radenintan.ac.id[3]
p108071@siswa.ukm.edu.my[4]
nurul.zzh7@gmail.com[5]

Abstract

This research aimed to determine the relationship between media exhibitions and students' motivation. It was based on the fact that PAI students got lack motivation to create innovative learning media. This lack of motivation was caused by a limited understanding of the importance of learning media, insufficient skills and creativity, and inadequate facilities. The research design employed in this study was quantitative with a correlational approach. The sample consisted of 60 students from the fifth semester of the PAI program, class of 2022, at UIN Raden Intan Lampung. The instrument used in this study was a non-test instrument in the form of a questionnaire. The results from the T-test and correlation test revealed a significant relationship between media exhibitions and the motivation of students in the Islamic Religious Education program. The implication of this research was that it could serve a reference for taking further actions to address issues related to media exhibitions and students' motivation to develop or create innovative learning media. This study was expected to be used by educators as a reference for understanding the relationship between

media exhibitions and the motivation of PAI students to create engaging learning media.

Keywords: Exhibition, Learning Media, Motivation of Islamic Education Students.

A. Introduction

The use of instructional media extends more than learning aids (Ma'arif et al., 2021; Sofian & Anggraeni, 2021), it is a dynamic platform that integrates visual, audio, and interactive elements, meant to be maximally utilized (Ediyani et al., 2020). Its function is to assist educators in interpreting and conveying information in evolving experiences, creating a diverse and engaging learning environment to achieve learning objectives (Ahmad Zaki, 2020; Andrasari, 2022; Fitri & Ardipal, 2021). Especially in the context of Islamic Religious Education (PAI), instructional media becomes crucial as it enables the comprehensive and interactive transmission of religious information (Kuswanto & Romelah, 2020; Panjaitan et al., 2020). The continuous advancement of science and technology demands educators to develop more innovative teaching materials by incorporating videos, images, and various other media (Safitri & Nurkamilah, 2020; Suryanto et al., 2022). Additionally, educators are expected to optimize the use of instructional media as a positive source to support the teaching and learning process (Hidayah et al., 2021; Prasasti et al., 2019).

In the process of Islamic Religious Education, the use of creative and innovative instructional media has become inseparable. The preference for textbooks and the frequent use of lecture methods by educators tend to make the learning model more teacher-centric (Jaelani, 2022; Kuswanto & Romelah, 2020; Zamathoriq & Subur, 2022). Islamic Religious Education educators should be encouraged to leverage technology and various types of instructional media such as animations, audio-visual recordings, educational games, and interactive applications to make PAI materials become more interesting and relevant to students (Zuliana et al., 2023). By utilizing diverse instructional media, PAI educators can create a more dynamic learning atmosphere, linking religious concepts with students' daily lives (Hastuti & Wahyudin, 2022; MZ & Syafi'i, 2021). Thus, the use of instructional media in PAI not only enriches students' learning experiences but also enhances their understanding of religious values and encourages active engagement in the learning process (Utama, 2022; Yuliharti, 2022).

Despite the recognized importance of innovative instructional media, there are real challenges in its practical application (Gafarurrozi, 2023). In the field, educators often face difficulties in developing creative instructional media (Efendi et al., 2023; I Gde Putu Agus Pramerta et al., 2022). In fact, the majority of educators encounter obstacles in creating engaging learning materials due to the limited time, resource constraints, or a lack of technological understanding (Liliana et al., 2020; Nisak et al., 2023; Rahmatika et al., 2021). In the realm of PAI, this issue became more pronounced due to the complexity of religious content that was often challenging to present innovatively. The impact of the innovation delayed in the use of instructional media significantly affected the effectiveness of PAI learning in the classroom (Nisak et al., 2023). Limited variation in material presentation led to the potential boredom of students, which, in turn, could reduce their motivation to learn (Efendi et al., 2023; Liliana et al., 2020).

Several issues found included the tendency of PAI students that they got lack motivation in creating innovative and engaging learning media. It became one of the main effortful challenges to improve the education quality. This low motivation was caused by various factors, one of which was the limited understanding of the importance of innovative learning media in supporting the teaching and learning process. Many students were unaware that creative and relevant learning media did not only help students better to understand the material but also make the learning environment more interactive and enjoyable. In addition to the limited understanding, the lack of skills and creativity also presented a significant obstacle. Many students felt less confident in using technology or modern learning tools. They have not been exposed to training or guidance that could help them develop these skills. In some cases, students also felt that creative ideas were difficult to build due to not so many inspirations or models to follow.

Inadequate facilities also posed a challenge. For example, limited access to educational technology laboratories, design software, or resources needed to create high-quality learning media. Even if students had ideas, the unsupported facilities could prevent them to build their innovation. The institutions support, such as regular workshops or training, were often unavailable or ineffective in equipping students with the necessary skills. On the other hand, learning media exhibitions, which served as a means to stimulate motivation and provide inspiration, were often not utilized optimally. These exhibitions only served as formalities without provided truly interactive and relevant experiences for students. Without a real push from these

exhibitions, students found it difficult to see the direct benefits of innovation in learning media. Therefore, concrete steps were needed to address these challenges, for example, improving the quality of learning media exhibitions, involving students actively in the preparation and implementation process, providing adequate facilities, and offering training focused on developing skills and creativity. By this way, PAI students are believed be more motivated to create innovative and engaging learning media, which in turn can improve the effectiveness of classroom learning.

Through a series of interviews with three students currently enrolled in the Islamic Education (PAI) study program, it revealed that the general perception of PAI learning was currently characterized by a lack of attractiveness and boredom in the existing teaching methods. The students unanimously agreed that innovative changes involving the use of more interactive learning media and technology were necessary needed. They hoped for a shift in learning approaches with new technologies such as applications, digital platforms with videos and images, and more engaging and active forms of learning. Despite an awareness of the need for innovation, challenges arose due to the insufficient integration of technology into the existing curriculum and the expectation for educational institutions to provide adequate training for educators, so they could be able to effectively utilize innovative instructional media. In conclusion, PAI students desired more progressive and engaging changes in teaching methods to motivate them and enhance their involvement in PAI courses.

The interview findings with PAI students aligned with several research studies. For instance, research by Syaparuddin & Elihami (2020) concluded that the use of interactive instructional media, as desired by PAI students, significantly improved student motivation and engagement in the learning process. The study emphasized the importance of different approaches in delivering content that could be tailored to students' learning preferences to trigger greater motivation. Research by Efendi (2023) indicated that the lack of technology integration in the education curriculum was a major obstacle to adopt innovative instructional media. Additionally, the research highlighted the importance of training for educators in adopting innovative instructional media. Research by Hastuti & Wahyudin (2022) showed that adequate training for educators in using technology in teaching could enhance the effectiveness of learning.

Enhancing understanding and supporting technology, allocating sufficient time for material development, and fostering collaboration among educators in creating innovative instructional media needed to be prioritized (I Gde Putu Agus Pramerta et

al., 2022; Laisa, 2019). The goal was to ensure that PAI content was delivered in an interesting, innovative manner and could achieve learning objectives more effectively. Therefore, a holistic solution was needed to address this issue. One proposed solution was to introduce innovative and creative instructional media presented in an Innovative Learning Media Exhibition. Through this exhibition, space and opportunities were provided for aspiring educators to view innovative works from their peers. It was hoped that through this exhibition, future educators would gain encouragement and motivation to overcome the often-limiting lack of inspiration and creativity in developing instructional media.

The Innovative Learning Media Exhibition was expected to have a significant impact on enhancing students' motivation in creating instructional media, serving as a platform that provides inspiration, practical learning, and encouragement for innovation. This aligned with research conducted by Salma Al Mardhiyyah, Mohammad Adnan Latief, dan Harits Masduqi (2021). The study indicated that the use of instructional media could boost students' learning motivation and overcame language barriers in the classroom. Through a series of studies from Salma Al Mardhiyyah, Mohammad Adnan Latief, dan Harits Masduqi (2021), Syaparuddin dan Elihami (2020), Anggia Susanti, Usman Kasim, Diana Achmad, Burhansyah, dan Chairina Nasir (2022), dan Hayuni Retno Widarti, Munzil, Neena Zakia, Deni Ainur Rokhim, Afis Baghiz Syafruddin, dan Zalfa Adhya Rachmanit (2023), was evident that the presence and effectiveness of instructional media ran beyond receiving positive responses; they acted as catalysts that ignited students' enthusiasm for learning. Based on this understanding, the researcher took the initiative to design a revolutionary exhibition that brought together various forms of instructional media. This exhibition did not only serve as a tangible manifestation of the benefits of instructional media but also as an inspirational platform that stimulated change in the education sector through a creative and extraordinary approach.

This study was motivated by the limited research specifically exploring the role of instructional media exhibitions in fostering students' motivation, particularly in creating innovative instructional media. Most previous studies had focused on the use of instructional media within classroom contexts or direct learning environments. While the benefits of instructional media in enhancing learning motivation had been extensively discussed, research on effective strategies to install motivation through instructional media exhibitions remains scarce. Furthermore, studies focusing on Islamic Religious Education (PAI) students as the primary subjects were nearly non-

existent, despite the unique challenges they faced in developing instructional media relevant to religious education needs. Thus, this research addressed the existing gap by investigating how instructional media exhibitions could serve as catalysts for motivating PAI students to do innovation in developing learning media.

This study offered a novel approach through the design of an innovative instructional media exhibition aimed at providing students with an interactive and inspirational experience. The exhibition was not merely a venue for showcasing instructional media but also served a platform for practical learning, inspiration, and training to create engaging instructional media. Unlike previous studies that tended to adopt a general approach, this research specifically targeted the PAI students, taking into account their specific needs in developing instructional media for religious education. Additionally, the study empirically measured the effectiveness of the exhibition through a quantitative approach with a correlational design, providing scientific evidence on the relationship between instructional media exhibitions and students' motivation. Another innovative aspect of this study lied in the organization of the exhibition, which was based on creativity and collaboration. It included workshops, mentoring sessions, and direct assessments by experts. Through this approach, the study did not only contribute theoretically but also offered practical impacts by fostering students' motivation to create innovative and relevant instructional media.

Through this exhibition, students had a valuable opportunity to delve deeper into the innovation within instructional media. Observing innovative works from fellow students did not only provide a concrete overview of their potential but also opened wide windows to various possibilities in creating engaging and effective instructional media. The exhibition served an inspirational platform showcasing a variety of ideas and creative solutions and motivating students to actively participate in designing instructional media that offer a more interactive and relevant learning experience. Inspired by the diverse ideas presented, students felt compelled to explore new concepts, create innovative teaching methods, and proactively respond to the evolving needs of learning. Therefore, the exhibition was not just a venue for showcasing work but also a powerful source of motivation, encouraging students to play an active role in creating a more engaging and meaningful learning environment.

By engaging in the instructional media exhibition, it was hoped that students would be inspired to take a more active role in creating instructional media not only attractive but also relevant to the changing times. This, in turn, could enhance students' motivation toward the PAI subject and encouraged them to continue

learning and innovating in religious education. The opportunity to participate in the instructional media exhibition was a strong initial step in cultivating students' motivation for continuous learning. Further in-depth research was needed to comprehensively understand the impact of the lack of innovation in instructional media on the effectiveness of PAI learning. A meticulous study would provide a clearer picture of how the lack of innovation in instructional media usage affected students' understanding and engagement in PAI subjects. This research was expected to explore in-depth the impact of the exhibition on student motivation and how it influenced their understanding and engagement in religious subjects.

This study held high urgency as innovation in learning media was one of the key factors to create engaging, effective, and relevant learning experiences in line with the times. In the context of Islamic Religious Education (PAI), innovative learning media did not only facilitate the understanding of religious concepts but also helped students develop creativity and critical thinking skills. However, evidence showed that PAI students were often less motivated to create innovative learning media. This was due to a lack of understanding of the importance of learning media, limited skills and creativity, and inadequate facilities. On the other hand, learning media exhibitions, as one of the methods that motivated students to innovate, had not been extensively explored in previous research. Therefore, this study was important to fill the research gap regarding the role of learning media exhibitions in fostering student motivation. This research was not only academically relevant but also would bring the potential to provide practical solutions for the future development of PAI education.

The findings of this research were believed to have significant implications for the field of education, particularly in Islamic Religious Education. First, this research findings were believed to serve as a reference for educators in designing more creative and innovative learning strategies through the organization of learning media exhibitions. These exhibitions were able to enhance students' motivation in creating relevant and engaging learning media, thereby increasing the effectiveness of PAI learning. Second, the results of this research were believed to provide insights for educational institutions in providing facilities and programs that support students' creativity development. By utilizing exhibitions as learning platforms, educational institutions could create a more conducive environment for innovation and collaboration. Third, this research was expected to encourage students to take a more active role in creating interactive, creative, and modern religious learning media that met contemporary learning needs. Thus, this research was not only believed to

improve the quality of PAI learning but also develop the students' competencies as innovative and professional future educators.

B. Method

The research design employed in this study was quantitative associative research with a correlational research design. According to Louis Cohen (2007), associative quantitative research aims to determine the relationship between two or more variables. This study was associative research; hence, a correlational research design was utilized. Correlation design is a procedure in quantitative research used to measure the relationship between two or more variables using statistical correlation analysis procedures (Creswell, 2016). The research subjects were the 5th-semester students from the 2022 cohort in the PAI program at UIN Raden Intan Lampung, and the sampling technique used was purposive sampling. Purposive sampling is a data collection technique based on specific criteria (Campbell et al., 2020).

In this study, the instrument used was a questionnaire. According to Eko Putro Widoyoko (Widoyoko, 2022), the Likert scale is a psychometric scale commonly used in questionnaires, where respondents' assessments are determined based on their agreement levels with the statements. The alternatives used by the researcher for positive statements were strongly agree (SA) with 5 points, agree (A) with 4 points, neutral (N) with 3 points, disagree (D) with 2 points, and strongly disagree (SD) with 1 point. For negative statements, strongly agree (SA) was assigned 1 point, agree (A) with 2 points, neutral (N) with 3 points, disagree (D) with 4 points, and strongly disagree (SD) with 5 points.

The indicators used in this study were obtained from a multiple-choice questionnaire consisting of 12 questions, validated with 9 questions and an Alpha Cronbach of 0.709. For the motivation variable questionnaire instrument, it consisted of 15 questions, and 10 valid questions with an Alpha Cronbach of 0.630. In this study, several tests were conducted to examine quantitative questionnaire data. Prerequisite tests performed in this study included tests for normality, linearity, and heteroscedasticity. After the prerequisite tests, hypothesis tests were conducted, namely the T-test and correlation test. The correlation test was used to determine the relationship between the variables of the instructional media exhibition implementation and student motivation

C. Result and Discussion

1. Data Results

Based on the data analysis obtained from students of the Islamic Religious Education program with the variables under investigation, namely the media exhibition and student motivation, the interpretation of the results was as follows:

a. Prerequisite Tests

1) **Normality Test**

The normality test was conducted to determine whether the collected data was normally distributed or not. The data was considered normally distributed if the significance value (sig.) was greater than 0.05. The description of the normality test results for the media exhibition and motivation of Islamic Religious Education students was presented in Table 1.

Table 1. Description of Normality Test Results for Media Exhibition and Student Motivation in Islamic Religious Education.

Group		Kolomogorav-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Media	Show	.099	60	.200	.972	60	.191
	Motivation	.110	60	.068	.965	60	.082

*This is lower bound of the true significance
a. Lilliefors Significance correction

Based on the results in the table above, the significance values (Sig.) were 0.191 and 0.082. Therefore, it could be concluded that the data was normally distributed. The normality test was obtained from the Shapiro-Wilk test, with significance values greater than 0.05.

2) **Linearity Test**

The linearity test was used to determine the form of the relationship between independent or dependent variables. The data was considered related if the significance value (sig.) was less than 0.05. The description of the linearity test results for the media exhibition and motivation of Islamic Religious Education students was presented in Table 2.

Table 2. Description of Linearity Test Results for Media Exhibition and Student Motivation in Islamic Religious Education

			Sum of Squares	df	Mean SQuare	F	Sig.
Motivatin *Show	Between Groups	(Combined) Linearity	1288.543	17	7.797	16.543	.000
		Deviation from Linearity	1226.939	1	1226.939	267.779	.000
			61.604	16	3.850	.840	.636
	Within Groups		192.440	42	4.582.		
	Total		1 480.983	59			

Based on the table above, it could be concluded that the linearity test of the variables above showed a linear relationship between the media exhibition and the motivation of Islamic Religious Education students. The obtained significance value (Sig.) was 0.00, which was less than 0.05.

3) **Homogeneity Test**

Homogeneity test was a test used to determine whether the variances of data distribution were the same (homogeneous) or different (heterogeneous). The data was considered homogeneous if the significance value (sig.) was > 0.05.

Table 3. Description of the results of the homogeneity test for the exhibition of media and motivation of Islamic Religious Education students

Levene Statistic	df1	df2	Sig.
1.085	1	118	.300

Based on the table, the homogeneity test results showed a significance value > 0.05, indicating that the data for the exhibition of media and motivation of Islamic Religious Education students were homogeneous. This was evident from the significance value (2-tailed) of 0.300, which was greater than 0.05.

4) **Hypothesis Test**

In this hypothesis test, both T-test and correlation test were conducted. The T-test aimed to determine whether the independent variable brought an impact on the dependent variable, while the correlation test aimed to determine the relationship between the two variables. The description of the T-test results for the exhibition of media and the motivation of Islamic Religious Education students was presented in Table 4.

Table 4. T-Test for the Exhibition of Media and Motivation of Islamic Religious Education Students

		Levene's Test for Equality of Variances		T-tes for Equqlity of Means						
		F	Sig.	t	df	Sig.(2-tailed)	Mean Differece	Std.Error Difference	95% Confidence Interval of The Difference	
									Lower	Upper
Result	Equal vriances assumed	1.085	300	4.287	118	.000	3.56667	83196	1.91916	5.21417
	Equal vriances not assumed			4.287	116.395	.000	3.56667	.83196	1.91893	5.21441

Based on Table 4, the result of the t-test using SPSS showed a calculated t-value with Sig. 0.00, indicating that the Sig. (2-tailed) value of 0.00 < 0.05. This suggested a significant difference between the exhibition of media and the motivation of Islamic Religious Education students. The description of the correlation test results between the exhibition of media and the motivation of Islamic Religious Education students was presented in Table 5.

Table 5. Correlation Test between the Exhibition of Media and Motivation of Islamic Religious Education Students

		Show	Motivation
Show	**Pearson Correlation**	1	.910**
	Sig. (2-tailed)		.000
	N	60	60
Motivation	**Pearson Correlation**	.910**	1
	Sig. (2-tailed)	.000	
	N	60	60

**Correlation was significant at 0.01 level (2-tailed).

Based on the correlation test results using SPSS, it was known that the Sig. (2-tailed) value between the exhibition of media and the motivation of Islamic Religious Education students was 0.00 < 0.05, indicating a significant correlation between the exhibition of media and the motivation of Islamic Religious Education students.

2. Discussion

There was a significant correlation between the exhibition of innovative learning media and the motivation of students in Islamic Religious Education (PAI) to

create engaging and effective learning media. This exhibition not only served as a showcase of works but also as a trigger that could enhance students' enthusiasm and spirit in exploring creative ideas for teaching. Through the exhibition, PAI students could directly see the innovative works of their peers and gain inspiration to develop their own ideas. Direct interaction with these works provided an opportunity for students to compare the approaches used and explore various possibilities for innovation in learning media relevant to PAI material.

This correlation arose because the exhibition of innovative learning media created an environment that motivated students to develop their skills and knowledge in the field of educational technology. By viewing various examples of creative and applicable learning media, students realized that they were capable of creating similar media that could enrich the learning experience of students in the classroom. Students' motivation to innovate in creating learning media increased because they felt inspired by the fresh ideas showcased, which offered a clear picture of the potential of learning media in enhancing the students' understanding of PAI material.

In addition, the media exhibition also provided an opportunity for students to receive feedback from lecturers, practitioners, and peers. This feedback was crucial in improving the quality of their work and offering additional motivation to continue innovating (Abednego et al., 2023; Hendrawati & Wuryandani, 2023; Suyahman et al., 2024). When students received recognition and appreciation for the work they produced, it strengthened their self-confidence and enhanced their commitment to continue creating (Afanin et al., 2025; Mustakim et al., 2024). This experience also gave students the confidence that innovation in teaching was not limited to theoretical ideas but could be applied in everyday teaching practice in the classroom (Deden, 2021; Lauc et al., 2020). The exhibition of innovative learning media provided a space for students to actively engage in a more creative and productive learning process (Jannah et al., 2024; Nasution, 2020; Sunaidah et al., 2021). This played a role in increasing students' sense of responsibility for the development of the quality of PAI learning. By observing how technology and learning media could be used to create a more engaging and interactive learning atmosphere, students were encouraged to develop their skills in designing more effective and enjoyable learning materials (Adara et al., 2023; Adara & Al Amin, 2024; Andari et al., 2023; Rodgers et al., 2016). The motivation arising from this exhibition strengthened students' belief that they had an important role in bringing positive change to the world of education, especially in

creating innovative teaching methods that were relevant to the development of the times.

The significant correlation between the media exhibition and the motivation of PAI students was also influenced by the support from lecturers and other parties within the academic environment. Lecturers who actively encouraged and appreciated students' works in the exhibition played a major role in creating an environment that fostered students' creativity. This support gave students the confidence to develop more innovative ideas and dare to try new approaches in teaching. Therefore, the exhibition of innovative learning media was not just a showcase of works, but also a platform that strengthened students' enthusiasm to continuously innovate in the field of education.

This research successfully integrated various learning media to create an innovative exhibition, showcasing a diverse range of engaging and varied learning media. By integrating different types of media, such as videos, posters, interactive applications, and teaching aids, this exhibition did not only serve as a showcase for students' works but also as a platform to share ideas and inspiration. The presence of these diverse learning media allowed visitors to see and experience firsthand how each type of media could be used to support the teaching and learning process. In addition, this exhibition encouraged students to explore their creativity in creating media that was not only informative but also engaging, thus enhancing motivation and interest in learning among PAI students. Therefore, this research did not only contribute to the development of learning media but also strengthened a more enjoyable and effective learning experience.

This was the novelty of this research, which lied in its ability to combine various learning media into an innovative exhibition format. By presenting a variety of media, this research did not only create an interactive space for students but also offered a more comprehensive and engaging learning experience. The novelty was evident that the collaborative approach encouraged students to work together in creating media, thus enriching the perspectives and ideas generated. Furthermore, this research introduced a more holistic evaluation of the effectiveness of learning media by involving direct feedback from exhibition visitors. By linking this innovation to the context of Islamic Religious Education, this research offered more relevant and contextual solutions for learning. This novelty made the exhibition not just a presentation event but also a means of fostering creativity, motivation, and

collaboration among students, which had the potential to positively impact the learning process in the future.

Finally, this exhibition served not only as a source of inspiration for PAI students who would become teachers to adopt creative and diverse approaches in their teaching but also as a platform for them to witness the tangible positive impact of innovative learning media. By observing the works and projects of other students using innovative media in teaching PAI, their motivation and self-confidence to create similar teaching methods were further sharpened (Maharani et al., 2023; Nurdin et al., 2023; Wanodya, 2023). These innovations provided a clear picture of the real potential and benefits of innovative approaches in the learning process, encouraged students to become more actively involved in creating their own innovative solutions. Overall, the exhibition of innovative learning media did not only spark motivation in utilizing technology and information but also fostered critical thinking about methods of delivering PAI content to make it more relevant and meaningful for the next generation.

Finally, the exhibition of innovative learning media served as a means to strengthen professional networks between PAI students and other educational institutions. In this exhibition, students got the opportunity to interact with fellow students from other departments, lecturers, and education practitioners from diverse backgrounds. This opened up opportunities to expand collaborative networks that could enrich students' learning experiences and provide access to broader resources and information. Through this network, students could develop deeper collaborations in creating innovative learning media that not only focused on local needs but can also be applied more widely in the broader context of education. Thus, this exhibition not only served as a showcase of works but also as a platform for building mutually beneficial partnerships in the field of education.

D. Conclusion

The exhibition of innovative learning media significantly influenced the motivation of Islamic Education (PAI) students aspiring to become teachers. The innovative learning media exhibition played a pivotal role in igniting the motivation of PAI students to create more dynamic teaching methods. The exhibition served wellspring of inspiration, prompted students to explore innovative ways of delivering PAI content while emphasizing the importance of relevant and interactive learning experiences.

E. Acnowledgment

We express our deepest gratitude to LP2M UIN Raden Intan Lampung for their unwavering support and assistance throughout the completion of this research. We also extend our thanks to the Edukasia Journal of Islamic Education Research team for providing the opportunity to publish the findings of this study.

REFERENCES

Abednego, A., Nuniary, S., Rumahlewang, E., & Batlolona, J. R. (2023). The Correlation between Student Perception and Learning Motivation: Blended Learning Strategy. *AL-ISHLAH: Jurnal Pendidikan*, *15*(2), 1338–1346. https://doi.org/10.35445/alishlah.v15i2.3850

Adara, R. A., & Al Amin, J. N. P. (2024). Investigating the correlation between teachers' instructional communication and students' motivation: A quantitative study. *Informasi*, *53*(2), 229–244. https://doi.org/10.21831/informasi.v53i2.62164

Adara, R. A., Nur, J., & Al, P. (2023). *Investigating the correlation between teachers ' instructional communication and students ' motivation*. *53*(2), 229–244.

Afanin, A., Baharudin, Hijriyah, U., Bahri, S., Fitriani, & Azizah, N. (2025). Learning Motivation : How Effective is the Game-Based Learning Model Assisted by Articulate Storyline? *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*, *8*(1), 72–80.

Ahmad Zaki, D. Y. (2020). Penggunaan Media Pembelajaran untuk Meningkatkan Prestasi Belajar Siswa pada Pelajaran PKN SMA Swasta Darussa'adah Kec. Pangkalan Susu. *Al-Ikhtibar: Jurnal Ilmu Pendidikan*, *7*(2), 809–820. https://doi.org/10.32505/ikhtibar.v7i2.618

Andari, A. M., Amir, Z., Risnawati, R., & Habibi, M. (2023). Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Siswa pada Mata Pelajaran Matematika di Sekolah Dasar. *Union: Jurnal Ilmiah Pendidikan Matematika*, *11*(2), 208–216. https://doi.org/10.30738/union.v11i2.14017

Andrasari, N. A. (2022). Media Pembelajaran Video Animasi Berbasis Kinemaster Bagi Guru Sd. *Jurnal Kajian Pendidikan Dasar*, *7*(1), 36–44.

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive Sampling: Complex or Simple? Research Case Examples. *Journal of Research in Nursing*, *2*(5), 652–661.

Cohen, L. (2007). *Research Methods in Education (Sixth Edition)*. Routledge.

Creswell, J. W. (2016). *Research Design (Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran)*. Pustaka Pelajar.

Deden, D. I. A. (2021). Influence Media of Learning To Study Motivation in the Pandemic Era. *Jurnal Pendidikan Dompet Dhuafa*, *11*(1), 41–15. http://www.jurnal.makmalpendidikan.net/index.php/JPD/article/view/247%0Ahttp://www.jurnal.makmalpendidikan.net/index.php/JPD/article/download/247/152

Ediyani, M., Hayati, U., Salwa, S., Samsul, S., Nursiah, N., & Fauzi, M. B. (2020). Study on Development of Learning Media. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *3*(2), 1336–1342. https://doi.org/10.33258/birci.v3i2.989

Efendi, R., Putra, A., Hasibuan, G., & Siregar, P. S. (2023). Canva Application-Based Learning Media on Motivation and Learning Outcomes. *International Journal of Elementary Education*, *7*(2), 342–352.

Fitri, F., & Ardipal, A. (2021). Pengembangan Video Pembelajaran Menggunakan Aplikasi Kinemaster pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal Basicedu*, *5*(6), 6330–6338. https://doi.org/10.31004/basicedu.v5i6.1387

Gafarurrozi, M. (2023). Problem Finding dalam Pembelajaran Pendidikan Agama Islam Di Era Digital. *Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)*, *3*(2), 65–78. https://doi.org/10.53515/tdjpai.v3i2.64

Hastuti, C., & Wahyudin, U. R. (2022). Management of Online-Based Learning Media in PAI Learning for Students at SDN Wancimekar 1. *Edumaspul: Jurnal Pendidikan*, *6*(2), 2585–2589. https://doi.org/10.33487/edumaspul.v6i2.3339

Hendrawati, E., & Wuryandani, W. (2023). The Correlation of Learning Motivation and Learning Environment with Pancasila and Civic Education's Learning Outcomes of Grade V Students. *JPI (Jurnal Pendidikan Indonesia)*, *12*(2), 263–273. https://doi.org/10.23887/jpiundiksha.v12i2.56259

Hidayah, Y., Suyitno, S., & Ali, Y. F. (2021). A Study on Interactive–Based Learning Media to Strengthen the Profile of Pancasila Student in Elementary School. *JED (Jurnal Etika Demokrasi)*, *6*(2), 283–291. https://doi.org/10.26618/jed.v6i2.5591

I Gde Putu Agus Pramerta, Ida Bagus Ari Arjaya, & Putu Ayu Trisna Devi. (2022). Learning Media Variation: Students' Perception. *Jurnal Santiaji Pendidikan (JSP)*, *12*(2), 180–184. https://doi.org/10.36733/jsp.v12i2.5267

Jaelani, M. (2022). Pembelajaran PAI Pada Jenjang Madrasah Ibtidaiyah. *Jurnal Pendidikan Agama Islam*, *1*(1), 28–37.

Jannah, S. F., Mustofa, M., & Nasihah, D. (2024). *The Correlation Between Learning Motivation And Students' Achievement Of High And Low-Proficiency Students In Learning English At SMK Hidayatul Mubtadi'in Singosari*. *3*(1).

Kuswanto, E., & Romelah. (2020). Penggunaan Media Video Dalam Pembelajaran PAI

Di SMA Islam. *Jurnal Penelitian Humano*, *11*(1), 33–38.

Laisa, Z. (2019). Primary School Teachers and Learning Media in the Era of Education 4.0. *Journal of Physics: Conference Series PAPER*, 1–7. http://www.nber.org/papers/w16019

Lauc, T., Jagodić, G. K., & Bistrović, J. (2020). Effects of multimedia instructional message on motivation and academic performance of elementary school students in Croatia. *International Journal of Instruction*, *13*(4), 491–508. https://doi.org/10.29333/iji.2020.13431a

Liliana, R. A., Raharjo, W., Jauhari, I., & Sulisworo, D. (2020). Effects of the online interactive learning media on student's achievement and interest in physics. *Universal Journal of Educational Research*, *8*(3 B), 59–68. https://doi.org/10.13189/ujer.2020.081507

Ma'arif, I. B., Hidayat, R., & Farida, S. N. (2021). The Development of Learning Media "English Digital Book" for Tenth Grade Students. *Jurnal Bahasa Dan Sastra*, *8*(2), 83–91. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiu37fG3fD7AhWL1nMBHbVYBlAQFnoECA0QAQ&url=https%3A%2F%2Fjurnal.stkippgriponorogo.ac.id%2Findex.php%2FJBS%2Farticle%2Fdownload%2F93%2F152&usg=AOvVaw3wmUMHiDFXBX1b4t5TRO

Maharani, M., Gusnardi, G., & Gimin, G. (2023). The Influence Of Learning Media, Facilities, and Learning Interest on Students Motivation and Economic Learning Outcome At SMA Negeri District Tenayan Raya. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, *9*(2), 912. https://doi.org/10.29210/1202323069

Mustakim, A., Halik, A., Akib, M., Saleh, M., Kaharuddin, K., & Ismail, I. H. (2024). Korelasi Penggunaan Media Pembelajaran Canva Terhadap Motivasi Belajar Peserta Didik. *Nusantara: Jurnal Pendidikan Indonesia*, *4*(3), 898–908. https://doi.org/10.14421/njpi.2024.v4i3-20

MZ, A. B., & Syafi'i, I. (2021). The Development of Learning Media of Islamic Education Based on Flipbook in Covid-19 Pandemic at Elementary School. *Halaqa: Islamic Education Journal*, *5*(1), 43–62. https://doi.org/10.21070/halaqa.v5i1.1209

Nasution, S. minda. (2020). Online learning and students' mo A research study on the effect of online learning and students' motivation in IAIN Padangsidimpuan. *Asian Social Science and Humanities Research Journal (ASHREJ)*, *2*(2), 09–16. https://doi.org/10.37698/ashrej.v2i2.31

Nisak, K., Bahtiar, Y., & Khasibah, N. (2023). Creativity of PAI Tearchers in the Use of Learning Media. *ANTHOR: Education and Learning Journal*, *2*(3), 323–331. https://jurnal.fai.umi.ac.id/index.php/eljour/

Nurdin, Rais, R., Sumadyo, B., & Diharjo, D. (2023). The Influence of the Use of Learning Media and Learning Motivation on Social Science Learning Outcomes. *Journal of Education Research and Evaluation*, *7*(4), 629–635. https://doi.org/10.23887/jere.v7i4.66661

Panjaitan, N. Q., Yetti, E., & Nurani, Y. (2020). Pengaruh Media Pembelajaran Digital Animasi dan Kepercayaan Diri terhadap Hasil Belajar Pendidikan Agama Islam Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *4*(2), 588. https://doi.org/10.31004/obsesi.v4i2.404

Prasasti, T. I., Solin, M., & Hadi, W. (2019). The Effectiveness of Learning Media Folklore Text of North Sumatera Based on Blended Learning by 10th Grade Students of Vocational High SchoolHarapan Mekar-1 Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *2*(4), 480–490. https://doi.org/10.33258/birle.v2i4.548

Rahmatika, Yusuf, M., & Agung, L. (2021). The Effectiveness of Youtube as an Online Learning Media. *Journal of Education Technology*, *5*(1), 152–158.

Rodgers, D. L., State, P., Milton, H., & Medical, S. H. (2016). The Effect of Instructional Media on Learner Motivation. *International Journal of Instructional Media*, *March*.

Safitri, E. R., & Nurkamilah, S. (2020). Pengembangan Bahan Ajar Digital Berbasis Android untuk Peserta Didik Berkebutuhan Khusus. *Journal of Education and Instruction (JOEAI)*, *3*(2), 296–304. https://doi.org/10.31539/joeai.v3i2.1612

Sofian, R. F., & Anggraeni, A. (2021). an Analysis the Use of Visual Media in Teaching English To Young Learners. *PROJECT (Professional Journal of English Education)*, *4*(4), 622. https://doi.org/10.22460/project.v4i4.p622-627

Sunaidah, S., Simaibang, B., & Mulyadi, M. (2021). Correlation among students learning styles, learning motivation and the eleventh grade students' speaking ability. *JPGI (Jurnal Penelitian Guru Indonesia)*, *6*(2), 598. https://doi.org/10.29210/021095jpgi0005

Suryanto, Muhajir, & Anis Fauzi. (2022). Development of Online Learning Media Through Utilization of the Assure Learning Model on Islamic Law Source Material. *Formosa Journal of Sustainable Research*, *1*(6), 787–802. https://doi.org/10.55927/fjsr.v1i6.1751

Suyahman, S., Pattiruhu, C. M., Zuhriyah, A., Rintaningrum, R., & Manyullei, S. (2024). Use of Learning Media to Increase Student Motivation in Junior High School. *World Psychology*, *3*(1), 62–76. https://doi.org/10.55849/wp.v3i1.605

Syaparuddin, S., & Elihami, E. (2020). Improving Student Learning Motivation Through the Utilization of Media in Education Students. *Jurnal Edukasi Nonformal*, *1*(1), 228–235. https://ummaspul.e-journal.id/JENFOL/article/view/570

Utama, M. M. A. (2022). PAI Learning Media in The Perspective of Abdullah Nashih Ulwan in The Society Era 5.0. *Southeast Asian Journal of Islamic Education*, *4*(2), 249–259. https://doi.org/10.21093/sajie.v4i2.4607

Wanodya, R. M. (2023). Literature Review: the Role of Learning Media in Increasing Students' Motivation. *Proceeding the Second English National Seminar" Exploring Emerging Technologies in English Education*, 66–76.

Widoyoko, E. P. (2022). *Teknik Penyusunan Instrumen Penelitian*. Pustaka Pelajar.

Yuliharti. (2022). The Use of Learning Media in Islamic Religious Education Learning to Grow Students' Interest in Learning. *Ijd-Demos*, *4*(3), 976–983. https://doi.org/10.37950/ijd.v4i3.294

Zamathoriq, D., & Subur, S. (2022). Model Pembelajaran Pendidikan Agama Islam Berbasis Multikultural Di Sekolah Menengah Atas. *Jurnal Ilmiah Mandala Education*, *8*(1), 1046–1055. https://doi.org/10.36312/jime.v8i1.2909

Zuliana, Ummi, M., & Aisaroh, C. G. (2023). PAI Teacher Professionalism in Responding to Technology to Increase Student Learning Motivation. *Proceeding International Seminar on Islamic Studies*, *4*(1), 1501–1507.