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The Effectiveness of the Use of ProProfs Digital Media on the Interest and Learning Outcomes of Islamic Religious Education for Junior High School Students

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Abstract. This research is motivated by low student interest and learning outcomes in Islamic Religious Education among grade VII students at SMP Negeri 5 Palopo, due to limited variety in learning and minimal use of digital media. This study aims to determine the effectiveness of ProProfs digital media in increasing students' interest and learning outcomes. The method used is quantitative, with a quasi-experimental pretest-posttest control group design. The sample consisted of two classes, namely the experimental and control classes, each comprising 21 students. Data collection techniques use observation, questionnaires, and tests. The results showed that students' interest in learning in the experimental class increased from 37.38% to 82.91%, while learning outcomes improved from an average score of 32.14 to 84.57. The hypothesis test showed a p-value < 0.05, so ProProfs media was declared effective in increasing students' interest and learning outcomes.

Keywords: Media Proprofs; Learning Interest; Learning Outcomes; Islamic Religious Education.

1. Introduction

Education is the main foundation in shaping the quality of human resources who can develop their potential optimally (Faratunnisa et al., 2024). The educational process takes place through formal, informal, and non-formal channels that complement one another. The purpose of education focuses not only on the cognitive aspect but also on character and moral formation. (Ansori et al., 2025) Good education can produce individuals who are knowledgeable, moral, and socially responsible (Zuhra et al., 2024). The quality of education will determine a nation's future progress.

Islamic Religious Education plays a strategic role in shaping students' personalities in line with Islamic values. The learning process in Islamic Religious Education is designed to instill knowledge, understanding, and practice of Islamic teachings (Rasyidi, 2024). The material taught is not only theoretical but also applicable in daily life. Students are expected to be able to internalize religious values in their real behavior (Elmontadzery et al., 2024). Islamic Religious Education Learning also plays a role in building spiritual and moral awareness (Syafruddin, 2025). This role makes this learning very important in the education system.

Students are the main subjects in the learning process and play an active role in achieving educational goals. The success of learning is greatly influenced by students' involvement in the process (Utami et al., 2024). Each student has different characteristics and abilities. These differences

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require educators to adjust learning strategies. An effective learning process will encourage behavior change for the better (Yanti et al., 2025). These changes reflect optimal achievement of the learning objectives.

Islamic Religious Education learning contains various materials that require an in-depth understanding of students (Astuti et al., 2024). Complex material demands precise and engaging delivery methods. Educators need to understand the condition of students to choose the appropriate approach (Wahyudi et al., 2023). A monotonous learning process tends to reduce students' interest in learning (Maknunin & Fitrayati, 2024). This condition can lead to a low understanding of the material. Innovation efforts in learning are a need that cannot be ignored.

Interest in learning is an important factor affecting students' success in understanding the material. Interest in learning reflects an internal interest and drive to be actively involved in learning activities (Iliza & Hanif, 2025). Students with a high level of interest tend to be more focused and enthusiastic about learning. A good level of interest in learning will have an impact on improving learning outcomes (Whatoni et al., 2024). Low interest in learning can lead to a lack of attention and participation (Nuralyanti et al., 2023). This condition is one of the obstacles to achieving learning goals.

Learning outcomes are indicators of the success of the implemented learning process. Learning outcomes reflect the level of understanding, skills, and attitudes students gain (Zebua & Zebua, 2024). The achievement of learning outcomes is influenced by various factors, one of which is the use of learning media (Maulidia & Lestari, 2024). The right media can help students understand the material more easily (Maenah et al., 2024). Low learning outcomes indicate problems in the learning process. Evaluating learning methods and media is an important step toward improvement.

Learning media has an important role in increasing the effectiveness of the teaching and learning process. Engaging media can create a fun and interactive learning atmosphere (Andriyani et al., 2024). The use of media can help educators in delivering material in a more varied manner (Nursyalila et al., 2026). Students will find it easier to understand the concepts taught through visualization and interaction. Learning supported by innovative media can increase learning motivation (Lesmawan et al., 2024). This condition positively impacts students' interests and learning outcomes.

The use of media in learning aligns with Islamic teachings that encourage people to learn and seek knowledge. QS Content. Al-Alaq verses 1-5 emphasize the importance of reading and the use of means in the learning process (Putri et al., 2023). The meaning of the word "*qalam*" indicates the use of tools as a medium to acquire knowledge. The learning process is not only carried out orally, but also through writing and other media (Yuniarti et al., 2023). This value shows that the use of media has been known since the beginning of the development of Islam (Ingtias et al., 2024). This principle is relevant to the development of educational technology today.

The development of digital technology opens up great opportunities for more modern learning innovations. Digital media can provide a more interesting and interactive learning experience (Najihah et al., 2025). One of the media that can be used is ProProfs as an online learning platform. ProProfs provides a wide range of features such as quizzes, educational games, and interactive materials (Azzahra et al., 2025). These features can increase student engagement in learning.

The results of initial observations in grade VII at SMP Negeri 5 Palopo indicate problems in the learning process of Islamic Religious Education. Students' interest in learning is still relatively low during learning activities. Students tend to be less active in asking and answering questions.

The level of attention to the material presented remains low. Student involvement in learning is not optimal. This indicates a need for improvement in the learning process.

Preliminary data show that students' average learning interest is 29.90, corresponding to 37.38%, which falls in the low category. Students' learning outcomes also averaged 32.14. Most of the students have not achieved the expected learning outcomes. Low interest in learning directly affects learning outcomes. This condition reveals a gap between hope and reality. This problem needs to be dealt with immediately and systematically.

The low interest and learning outcomes are suspected to be caused by the use of less varied learning methods. The monotonous learning process makes it easy for students to feel bored. The learning media used have not been able to attract students' attention. The lack of innovation in learning is one of the main factors in the problem. This condition hinders effective learning. The right solution is needed to overcome these problems.

The use of ProProfs digital media is an alternative learning solution. This medium enables interactive learning through quizzes and educational games. Students can learn in a more fun, less monotonous atmosphere. The use of ProProfs is expected to increase students' interest in learning. This research is important for testing the effectiveness of this medium in Islamic Religious Education.

The urgency of this research lies in the need to improve the quality of Islamic Religious Education learning amid the increasingly rapid development of digital technology. Low interest and learning outcomes among students indicate the need for more effective, relevant learning innovations. The use of digital media such as ProProfs is a strategic step in creating interactive and interesting learning. This research is expected to make a real contribution to improving the quality of the learning process and outcomes. The findings of this research can also be a reference for educators in developing innovative learning media. The need for adaptive learning to technological developments makes this research important to conduct.

2. Method

This study uses a quantitative approach with a type of pseudo-experiment (*quasi-experiment*)(Arib et al., 2024). The design used is a pretest-posttest control group design, which aims to determine the effect of treatment on two groups: the experimental group and the control group. Measurements were taken before and after the treatment to see the changes that occurred. The experimental group received treatment using ProProfs digital media, while the control group did not. This design allows researchers to objectively compare the effectiveness of learning.

Table 1. Research Design

Groups	Pretest	Treatment	Post Test
Eksperimen	O_1	X1	02
Controls	O3	-	04

Description:
O_1, O_3 = Pre-test; O_2, O_4 = Post-test; X_1 = Treatment using ProProfs (Fadillah et al., 2022)

The research was conducted with grade VII students at SMP Negeri 5 Palopo, located in Temalebba, Bara District, Palopo City, South Sulawesi. The research was conducted during the odd semester of the 2025/2026 school year. The variables in the study consisted of independent variables, namely the use of ProProfs media, and dependent variables, namely learning interests and student learning outcomes. Learning interest is measured using questionnaires, while learning outcomes are measured through pretests and posttests.

The population in this study is 97 grade VII students. The sampling technique used was cluster random sampling, in which two classes were randomly selected. The research sample consisted of 21 students in class VII.C as a control group and 21 students in class VII.D as an experimental group. The selection of this sample aims to obtain representative data.

The research instruments used included observation, questionnaires, and tests. Observation is used to identify students' activities during learning. Questionnaires are used to measure learning interest on the Likert scale. The test measures learning outcomes using multiple-choice questions. The instruments are compiled from indicators aligned with the learning objectives and have undergone validity and reliability testing.

Table 2. Blueprint of Learning Outcome Test Instruments.

Percentage	Category
81-100%	Good
61-80%	Enough
≤ 60%	Less

Data collection techniques include observation, questionnaires, tests, and documentation. Observations are conducted during the learning process to assess students' involvement. Questionnaires were given before and after the treatment to measure changes in learning interests. The test is conducted as a pretest and a posttest to assess improvements in learning outcomes. Documentation is used as supporting data in the form of photos of learning activities.

The instrument's quality is assessed through validity and reliability tests. The validity test uses Pearson's correlation with the r-count criterion > r-table (0.3687), so that all items are declared valid. The reliability test used Cronbach's Alpha, yielding 0.735 for the learning outcome test (reliable) and 0.991 for the learning interest questionnaire (very reliable). These results show that the instrument is feasible to use in the study. In addition, an analysis of the difficulty level and differentiating power of the questions was carried out. The formula calculates the level of difficulty. (Umiyati et al., 2026):

$$TK = \frac{J}{JS}$$

Description:
TK = difficulty level, J = number of correct answers, JS = number of students.
The formula calculates the differentiating power:

$$D = \frac{RA - RB}{SK}$$

Description:
D = differentiating power, RA = average of the upper group, RB = average of the lower group, SK = maximum score

Data analysis techniques use descriptive and inferential statistics. Descriptive statistics are used to calculate mean values, standard deviations, and percentages to describe research data. Learning interest categories and learning outcomes are determined based on specific value intervals to facilitate data interpretation. This analysis provides an overview of the student's condition before and after treatment.

Inferential statistical analysis is used to test research hypotheses using an independent-samples t-test. (Waluyo & Ahmad Septian, 2024). Before the hypothesis test is conducted, a prerequisite test is first conducted, namely the normality and homogeneity tests using SPSS version 27. The test criteria used a significance level of 0.05. If the significance value < 0.05, then there is a significant difference between the experimental and control groups. The results of this analysis were

used to determine the effectiveness of ProProfs digital media in shaping students' interests and learning outcomes.

3. Results

The analysis of the research results began with the presentation of descriptive statistics on students' activities, interests, and learning outcomes in the control and experimental classes. Data were obtained through observation, questionnaires, and tests conducted before and after treatment. This presentation aims to see the difference in learning conditions as a whole. The results of the analysis form the basis for assessing the effectiveness of ProProfs digital media.

The observation results revealed differences in learning activities between the control and experimental classes. The control class had an average activity of 58.9% in the fair category, while the experimental class had 85.7% in the good category. This difference shows that students in the experimental class are more active and engaged during learning. High levels of learning activities reflect increased attention, participation, and cooperation among students. Complete data on the results of observation of students' learning activities is presented in the following table.

Table 3. Student Learning Activities

Aspects	Control (%)	Eksperimen (%)
Caution	58	85
Interest	61	87
Participation	60	**90**
Cooperation	63	84
Perseverance	57	88
Average	58,9	85,7

The students' interest in learning in the control class before treatment was in the low category, with an average of 32.71 (40.89%). Interest in learning after learning increased to 40.47 (50.59%) in the medium category. This increase shows a change, but it is not significant. Conventional learning still fails to increase interest in learning optimally.

The students' learning interest in the experimental class before treatment was in the low category, with an average of 29.90 (37.38%). Interest in learning after using ProProfs media increased to 66.33 (82.91%), placing it in the very high category. This improvement represents a very significant change. Digital media can increase students' interest in learning. To compare the increase in interest in learning across both classes, the following table is presented.

Table 4. Comparison of Learning Interests

Classes	Before	After	Category
Controls	32,71	40,47	Less → Medium
Eksperimen	81.25	87.50	Less → Very High

A comparison of the two classes showed that the increase in learning interest in the experimental class was much higher than in the control class. The use of ProProfs media has a real impact on student engagement. This condition indicates that interactive learning media can increase motivation to learn.

The learning outcomes of students in the control class before treatment averaged 34.29, placing them in the very low category. The posttest score increased to 42.62 but was still in the low category. This increase shows that conventional learning has not been effective in significantly improving learning outcomes.

The learning outcomes of students in the experimental class before treatment showed an average of 32.14. The posttest score increased significantly to 84.57. The majority of students are in

the high and very high categories. This improvement shows the effectiveness of using ProProfs media in learning. A comparison of the learning outcomes of the two classes is shown in the following table.

Table 5. Comparison of Learning Outcomes

Classes	Pretest	Post Test	Category
Controls	34,29	42,62	Very Low → Low
Eksperimen	32,14	84,57	Very Low → High

The distribution of posttest scores shows that the experimental class has an even increase. Most learners fall into the high and very high categories. This condition demonstrates the success of using digital media in improving students' understanding.

The results of the normality test indicated that all data were normally distributed, with significance values greater than 0.05. This condition indicates that the data meet statistical assumptions. This result allows further inferential analysis. A summary of the results of the prerequisite test is presented in the following table.

Table 6. Summary of Pre-Trial Tests

Test	Sig.	Remarks
Normality of Interest	> 0.05	Normal
Normality of Results	> 0.05	Normal
Homogeneity of Interest	0,491	Homogenites
Homogeneity of Results	0,787	Homogenites

The results of the hypothesis test indicated a significant difference between the experimental and control classes. The significance value of learning interest was 0.008, and the learning outcome was 0.001. The value is less than 0.05, so H_0 is rejected. The use of ProProfs digital media has been proven to be effective in increasing students' interest and learning outcomes. The results of the hypothesis test are shown in the following table.

Table 7. Hypothesis Test Results (t-test)

Variabel	Sig. (2-tailed)	Remarks
Interest in Learning	0,008	significant
Learning Outcomes	0,001	significant

The results of the study show that the use of ProProfs digital media effectively increases students' interest and learning outcomes. The improvement in the experimental class was more significant than that in the control class. These findings confirm that interactive learning media can support a more optimal and meaningful learning process.

4. Discussion

This study aims to determine the effectiveness of using ProProfs digital media in increasing students' interest and learning outcomes in Islamic Religious Education subjects. The approach used is a quasi-experimental design with a pretest-posttest control group. The results showed a significant difference between the experimental and control classes. This difference is evident in the increase in students' interest and learning outcomes. These findings are the basis for further discussion.

The use of digital media in learning increases students' engagement in learning. High learning activity indicates active student involvement during the learning process. The experimental class showed higher activity than the control class. This indicates that interactive learning media can attract students' attention. Active engagement is an important indicator of learning success.

Students' interest in learning has increased significantly after using ProProfs media. The experimental class showed a much greater improvement than the control class. This change shows that digital media can increase students' interest in learning materials. High interest in learning encourages students to be more active in participating in learning. This condition has a direct effect on learning outcomes.

Conventional learning in the control class also showed an increase in interest in learning. This increase is still relatively low compared to the experimental class. A less varied learning process causes students to feel bored more easily. Student involvement in learning is limited. This condition shows that the learning method influences learning interests.

The increase in interest in learning in experimental classes was influenced by the interactive characteristics of ProProfs media. It provides quizzes, engaging visuals, and live feedback. Students can learn in a more fun and less monotonous way. This condition can increase students' attention and curiosity. Learning becomes more lively and less boring.

Students' learning outcomes also showed a significant increase in the experimental class. The average posttest score increased significantly higher than that of the control class. This condition shows that digital media helps students understand the material better. The interactive learning process makes it easier for students to understand concepts. High learning outcomes reflect the success of the learning process.

The control class experienced an increase in learning outcomes, but the improvement was not significant. Most students are still in the low category. Conventional learning is not able to optimally improve students' understanding. The methods used tend to be educator-centered. Students become less active in the learning process.

The difference in learning outcomes between the experimental and control classes demonstrated the effectiveness of ProProfs media. Digital media provides a more interesting and meaningful learning experience. Students will more easily understand the material through visualization and interaction. This condition supports a significant improvement in learning outcomes. Learning media is an important factor in learning success.

The results of the inferential statistical test showed a significant difference between the two groups. The p-value from the t-test is less than 0.05. These results show that the use of ProProfs media affects interest and learning outcomes. These findings strengthen the results of the descriptive analysis conducted. Statistical testing provides empirical evidence on the effectiveness of learning media.

The findings of this study are in line with the theory that learning media can increase motivation and interest in learning. Interesting media can stimulate students' attention. A strong interest in learning will encourage students to be more active learners. High-quality learning activities will improve learning outcomes. This relationship shows the relationship between interest and learning outcomes.

The results of this study are also in line with previous research showing that interactive digital media is effective for learning. Technology-based media can increase student engagement. The use of interactive features provides a more engaging learning experience. Students become more motivated to participate in learning. These findings reinforce the relevance of digital media in education.

Another factor that contributes to increased interest and learning outcomes is the ease of access to ProProfs media. This medium can be accessed on various devices, such as smartphones and laptops. This convenience allows students to learn flexibly. Easy access increases the frequency of students' interaction with the material. This condition supports students' understanding.

The results of this study show that the use of ProProfs digital media is an effective strategy in improving the quality of learning. This medium can significantly increase students' interest, engagement, and learning outcomes. Learning becomes more interactive, engaging, and meaningful. These findings provide the implication that educators need to utilize digital media in learning. These results are also supported by research conducted by (Nurfitriani, 2023) The N-Gain

test found an average N-Gain of 0.374857, indicating that the effectiveness of ProProfs learning media is in the medium category.

5. Conclusion

The conclusion of this study shows that the use of ProProfs digital media is effective in increasing students' interest and learning outcomes in Islamic Religious Education subjects in grade VII at SMP Negeri 5 Palopo. The results of the descriptive analysis showed a clear improvement in the experimental class compared to the control class, in both learning interest and learning outcomes. The interest in learning of students in the experimental class increased from the low to the very high category after the use of ProProfs media. In contrast, in the control class, the increase was relatively low and only reached the medium category. The students' learning outcomes also showed a very significant increase, with the experimental class's average score rising sharply compared to the control class, which remained in the low category.

The findings were strengthened by inferential statistical analysis, which showed a significant difference between the experimental and control classes, indicating that ProProfs' digital media has a real effect on learning quality. The use of interactive, interesting, and technology-based media can create a more active, fun, and meaningful learning atmosphere for students. Therefore, ProProfs media can be used as an innovative alternative for learning Islamic Religious Education and as a relevant solution for increasing students' interest and learning outcomes in today's digital era.

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