

THE USE OF VARIATIVE LEARNING RESOURCES TO IMPROVE STUDENTS' LEARNING INTEREST IN PAI LESSONS IN GRADE XII OF THE PRIVATE HIGH SCHOOL OF THE FAMILY EDUCATION FOUNDATION OF PEMATANG SIANTAR

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ABSTRACT

This research is motivated by the low level of student interest in learning Islamic Religious Education which is caused by the use of less varied learning resources. This study aims to analyze the effectiveness of using varied learning resources in increasing student learning interest. The method used was Classroom Action Research (CAR) using the Kemmis and McTaggart model, implemented in two cycles. The subjects were 30 12th-grade students of the Yayasan Perguruan Keluarga Private High School in Pematang Siantar. Research instruments include questionnaires, observations, interviews, and documentation. Data analysis techniques were conducted qualitatively and quantitatively descriptively. The results showed an increase in student learning interest from 49.3 % in the pre-action to 59.7% in cycle I and increasing to 70.15% in cycle II. Thus, the use of varied learning resources has proven effective in increasing student learning interest in Islamic Religious Education learning. This research provides a contribution in the form of an integrated model for implementing varied learning resources in Islamic Education learning through a Classroom Action Research cycle, which has not been studied comprehensively in previous research which tends to focus on one type of media separately. Practically, the results of this study can be used as a reference for teachers and schools in designing Islamic Education learning strategies that are more varied, interactive, and oriented towards increasing students' interest and learning involvement.

Keywords : *Varied learning resources, learning interest, Islamic Religious Education learning, PTK*

INTRODUCTION

Islamic Religious Education (PAI) learning at the secondary school level has an important role in shaping the character, morals, and personality of students as a whole. Through Islamic Religious Education (PAI) learning, students are not only required to understand the material cognitively, but are also able to internalize religious values in everyday life. However, in practice, the Islamic Religious Education learning process still faces various challenges, one of which is the low interest in learning for students. According to Slameto (in the article *Analysis of factors that influence student learning outcomes in biology subjects for class XI IPA at SMAN 5, Jambi City*, 2019) Interest in learning is an important factor that influences student involvement in the learning process, because students who have high interest tend to be more active, enthusiastic, and have a desire to understand the material more deeply. Conversely, low interest in learning can cause students to lack focus, easily feel bored, and participate less in learning activities.

One of the causes of low student interest in Islamic Religious Education (PAI) learning is the lack of variety in the use of learning resources. In many cases, teachers still tend to rely on textbooks as the primary learning resource, making the learning process monotonous and less engaging for students. However, in the context of modern learning, learning resources are not limited to books but include various media and information sources that can be used to support

the learning process (Sanjaya, 2018: 174). Limited use of learning resources can reduce students' opportunities to gain broader and more meaningful learning experiences.

With the advancement of information technology, teachers have greater opportunities to utilize a wider variety of learning resources, such as audiovisual media, digital articles, instructional videos, and internet-based learning resources. Utilizing diverse learning resources is believed to create a more engaging and interactive learning environment, thereby increasing student engagement in the learning process. Furthermore, the use of diverse learning resources can also help students understand material from multiple perspectives, making learning more contextual and meaningful.

According to Sanjaya (taken from the article *Learning Strategy Analysis*, 2018) Theoretically, learning resources are anything that can be used to help the learning process, whether in the form of people, the environment, media or technology. By utilizing a variety of learning resources, students can gain a broader learning experience and are not limited to just one type of resource. This can also encourage students to be more active in seeking information and improve their critical thinking skills and learning independence. This is in line with the demands of 21st-century learning, which emphasizes the importance of critical thinking, collaboration, and creativity in the learning process (Trilling & Fadel, 2018).

The results of previous research show that the use of varied learning resources has a positive influence on students' interest in learning. Research conducted by Hidayat (2022) shows that the use of digital-based learning media can increase students' activeness and interest in learning. In addition, Pratiwi (2023) also found that the use of various learning resources in Islamic Education learning can significantly increase student motivation and engagement. These findings show that a variety of learning resources is an important factor in creating effective learning. International studies also strengthen these findings. Almulla (2023) found in his study in the journal *Cogent Education* that constructivism-based learning involving various learning resources and strategies significantly improves students' critical thinking, creativity, and academic achievement. Similarly, Kelly, Yeigh, and Hudson (2024) in *Social Sciences and Humanities Open* emphasized that varied learning strategies contribute to increased student engagement, both behaviorally, emotionally, and cognitively. These international findings demonstrate that the issue of diverse learning resources and learning interests is not only relevant in a national context but also a crucial concern in global educational discourse.

However, most existing research still focuses on the use of certain media or methods separately, so it does not provide a comprehensive picture of the integrated use of varied learning resources in Islamic Education learning. Therefore, there are still research gaps that need to be studied further, particularly regarding how the use of various learning resources in an integrated manner can increase students' interest in learning.

A similar situation was also found at the Yayasan Perguruan Keluarga Pematang Siantar Private High School. Based on the results of initial observations conducted in grade XII, it was found that the majority of students showed a low level of engagement in the Islamic Religious Education (PAI) learning process. This was indicated by students' lack of attention to teacher explanations, minimal active participation in question and answer activities, and low student enthusiasm in participating in the learning process. The results of interviews with Islamic Religious Education (PAI) subject teachers also revealed that so far, learning has been dominated by the use of textbooks as the sole learning source, without the support of media or other more varied learning resources. As a result, the learning atmosphere tends to be

monotonous and is less able to arouse students' interest and curiosity about the material being studied. This condition is reinforced by initial data showing that the average level of student learning interest only reached 49.3 % or was in the poor category, which indicates the need for systematic and planned improvement efforts in the learning process.

Theoretically, this study is based on several theories relevant to the research variables. First, the learning resources theory proposed by Sanjaya (2018: 174), which states that learning resources are anything that can be used to facilitate learning activities, including people, the environment, print media, electronic media, and information and communication technology. The integrated use of diverse learning resources is believed to create a richer and more meaningful learning experience for students. Second, the theory of learning interest proposed by Slameto (2019: 57), which defines interest as a relatively persistent tendency within an individual to feel attracted to and enjoy a particular field or activity. A strong interest in learning encourages students to be actively, diligently, and attentively involved in the learning process. Third, the theory of learning motivation formulated by Sardiman (2018: 76) emphasizes that students' active involvement in learning is a reflection of intrinsic motivation formed through stimulation and interesting learning experiences. Thus, the availability of varied learning resources can function as a stimulus that is able to arouse and maintain students' interest and motivation to learn on an ongoing basis. Fourth, in the context of Classroom Action Research (CAR), the model developed by Kemmis and McTaggart (2018) provides a systematic and reflective methodological framework for improving learning practices through iterative and planned action cycles.

Based on this description, this study aims to analyze the effectiveness of using varied learning resources in increasing students' interest in learning Islamic Religious Education. The results of this study are expected to provide theoretical contributions to the development of educational studies, as well as practically as a reference for teachers in designing more interesting, interactive, and innovative learning.

The novelty of this research lies in the integrated application of varied learning resources—rather than using one type of media separately as in previous studies—within a systematic Classroom Action Research framework in Islamic Religious Education learning at the high school level. This research also presents empirical evidence in the form of quantitative data in stages from pre-action to two cycles of action, thus providing a more comprehensive picture of the process of increasing student learning interest compared to previous research which generally only displays the final results without detailed development stages.

Research methods

Compared to previous studies that generally examined one type of learning resource or media separately (Hidayat, 2022; Putra, 2022; Pratiwi, 2023), this study was designed to develop and test the integrated application of varied learning resources in Islamic Religious Education learning through a systematic Classroom Action Research (CLRS) design. This design allows researchers not only to measure the final results but also to document the process of gradual changes in students' learning interests from the initial conditions to two cycles of action, thus providing both methodological and practical contributions to the development of Islamic Religious Education learning in secondary schools.

This study uses a Classroom Action Research (CAR) approach that aims to improve the learning process directly in the classroom through planned and repeated actions. The CAR

model used in this study is the model proposed by Kemmis and McTaggart, which consists of four main stages: planning, acting, observing, and reflecting (Kemmis & McTaggart, 2018). This study was conducted in two cycles, where each cycle was carried out to observe the increase in student learning interest after being given actions in the form of using varied learning resources.

The subjects of this study were 30 students of class XII at the Yayasan Perguruan Keluarga Private High School in Pematang Siantar in the 2025/2026 academic year. The selection of research subjects was based on initial observations, which indicated that student interest in Islamic Religious Education was still relatively low. This research was conducted in a classroom, involving subject teachers as implementers, while the researcher acted as an observer, observing the learning process.

The research procedure was carried out through two cycles, each consisting of the planning, action implementation, observation and reflection stages. In the planning stage, researchers compile learning tools, prepare varied learning resources, and compile research instruments. In the implementation phase, teachers implement the learning process using various learning resources, such as books, instructional videos, and other digital resources. Next, in the observation phase, researchers observe student and teacher activities during the learning process. The final phase is reflection, which evaluates the implementation of the action to identify strengths and weaknesses, which are then used as a basis for improvements in the next cycle.

The research instruments used in this study include student learning interest questionnaires, student activity observation sheets, and teacher observation sheets. The learning interest questionnaire used in this study consisted of 12 statements with a 4-point Likert scale, namely Strongly Agree (SS) with a value of 4, Agree (S) with a value of 3, Disagree (TS) with a value of 2, and Strongly Disagree (STS) with a value of 1. The maximum score that each student could obtain was 48. The percentage of students' learning interest was calculated using the formula:

$$p = \frac{\text{Skor Diperoleh}}{48} \times 100$$

The questionnaire was used to measure the level of students' interest in learning before and after the action was given. Observation sheets are used to observe student activities and the implementation of learning by teachers. The student activity observation sheet consists of 10 indicators with the options "Yes" and "No". The percentage of student activity in this study was determined based on the number of students who demonstrated active engagement during learning out of a total of 30 students. Active engagement was characterized by the emergence of most observational indicators in students during the learning process. The percentage of student activity was calculated using the formula:

$$p = \frac{\text{Jumlah Indikator yang Muncul}}{10} \times 100$$

According to Sugiyono (taken from the article *Education Research Methodology*, 2019) To ensure the validity of the data, the validity of the research instrument was tested through content validity. The validation process was carried out by consulting the questionnaire and observation sheet with two experts, namely a supervisor in Islamic Religious Education and an experienced PAI subject teacher, to assess the suitability of each instrument item with the measured indicators, the clarity of the language, and the relevance to the research objectives. Items that were declared inappropriate or ambiguous were revised before the instrument was

used in the field. In addition to content validity, consistency between observers on the observation sheet is strengthened through the alignment of perceptions (calibration) between researchers and teachers as observers before implementing the action, to minimize observation bias.

Data collection techniques in this study were conducted through observation and questionnaires. Observations were conducted to determine student and teacher activities during the learning process. Questionnaires were used to quantitatively measure students' levels of learning interest. Data analysis in this study was carried out qualitatively and quantitatively. Qualitative data were analyzed using data analysis techniques according to Miles and Huberman, which include data reduction, data presentation, and drawing conclusions (Miles et al., 2018). Meanwhile, quantitative data were analyzed descriptively through several stages, namely: (1) adding up each student's questionnaire scores at each stage (pre-action, cycle I, and cycle II); (2) calculating the average score and converting it into a percentage using the formula mentioned previously; (3) grouping the percentages obtained into learning interest categories (less, enough, good); and (4) comparing the results between stages to see the magnitude of the increase (gain score) and the strength of the change (effect size) as a basis for drawing conclusions regarding the success of the action.

The indicators of success of the action in this study were determined quantitatively, namely the action was declared successful if the average percentage of students' interest in learning based on the questionnaire reached the good category ($\geq 70\%$) and the percentage of students' activeness based on the observation sheet reached a minimum of 75% of all observed indicators. Both criteria must be met simultaneously at the end of a cycle for the action to be considered successful. If both criteria have been met in cycle II, the research is terminated; conversely, if they have not been met, the research will continue in the next cycle with improvements based on the results of the reflection.

Results and Discussion

The results of this study were obtained through the implementation of Classroom Action Research (CAR) which was carried out in two cycles. Each cycle consists of planning, action, observation, and reflection, aimed at increasing student learning interest through the use of varied learning resources in Islamic Religious Education. The data obtained in this study consisted of quantitative data from a student learning interest questionnaire and qualitative data from observations of student activities during the learning process.

In the pre-action stage, students' interest in learning was still relatively low. This was indicated by the results of the questionnaire which obtained an average score of 23.67 out of a maximum score of 48 or equivalent to 49.3% which is in the less category. In addition, Based on the results of the observation sheet consisting of 10 indicators of student activity, the observation results showed that only around 33% of students were active in participating in learning. This condition indicates that students tend to be less involved in the learning process, less enthusiastic, and have not shown optimal interest in the material presented. This low interest in learning is thought to be caused by the use of learning resources that are still limited and less varied, so that learning has not been able to attract students' attention optimally. To determine the percentage of each indicator of learning interest, the statements in the questionnaire were grouped into four indicators, namely attention, interest, activeness, and involvement, each of which consists of 3 statements. The maximum score for each indicator is

360, obtained from 3 statements x 4 x 30 students' maximum scores. The percentage of each indicator is calculated using the formula:

$$p = \frac{\text{Total Skor Indikator}}{360} \times 100$$

To provide a more detailed picture, the results of the student learning interest questionnaire at the pre-action stage can be seen in the following table.

Table of Results of the Student Learning Interest Questionnaire Before Action

No	Indicator	Percentage	Category
1	Attention	48%	Not enough
2	Interest	50%	Not enough
3	Activity	47%	Not enough
4	Involvement	52%	Not enough
	Average	49.3%	Not enough

Based on these data, it can be seen that all indicators of students' interest in learning are still in the less than ideal category, so that corrective action is needed in the learning process.

Cycle I

After implementing the various learning resources implemented in Cycle I, student interest in learning increased. Teachers began utilizing various learning resources, such as books, instructional videos, and simple articles, to support the learning process. The questionnaire results showed that the average score increased to 28.67 from a maximum of 48, equivalent to 59.7%, which is in the sufficient category. Observations also showed an increase in student engagement to 67%. This shows that the use of varied learning resources is starting to have a positive impact on students' interest in learning.

The results of the student learning interest questionnaire in cycle I can be seen in the following table.

Table of Results of Student Learning Interest Questionnaire Cycle I

No	Indicator	Percentage	Category
1	Attention	58%	Enough
2	Interest	60%	Enough
3	Activity	59%	Enough
4	Involvement	62%	Enough
	Average	59.7%	Enough

In addition to the questionnaire

data, observations of student activity in Cycle I also showed an improvement compared to the pre-action period. Based on the observation sheet, which consisted of 10 indicators, 7 of the 10 indicators were met, equivalent to 67%, an increase from the initial figure of 33%. Details of the observations of student activity in Cycle I can be seen in the following table.

Table of Observation Results of Student Activities in Cycle I

No	Observed Indicators	Yes	No
1	Students pay attention to the teacher's explanation	✓	
2	Students show interest in learning	✓	
3	Students actively ask questions		✓
4	Students answer teacher's questions	✓	
5	Students are involved in the discussion	✓	
6	Students take notes on important material	✓	
7	Students show enthusiasm for learning	✓	
8	Students do not get bored easily during learning		✓
9	Students participate in group activities		✓
10	Students give positive responses to learning	✓	
	Number of Indicators Fulfilled: 7/10	70%	

In addition to student observations, teacher activities in managing learning were also observed using an observation sheet containing 33 aspects of implementation. In cycle I, 22 of the 33 aspects were implemented well, resulting in a teacher activity implementation percentage of 66.7%. Aspects that were not optimally implemented included providing contextual examples, guiding independent learning resource exploration, and managing time and facilitating interactions between students. Details of the results of observations of teacher activities in cycle I are presented in the following table.

Table of Observation Results of Teacher Activities in Cycle I

No	Activity	Observed Aspects	Yes	No
1	Introduction	The teacher opens the lesson with greetings and prayers	✓	
2		The teacher conditions the class before starting the lesson	✓	
3		The teacher conducts apperception	✓	

No	Activity	Observed Aspects	Yes	No
4		The teacher gives motivation to students	✓	
5		The teacher conveys the learning objectives	✓	
6		The teacher conveys the learning steps	✓	
7	Core activities	The teacher delivers material according to learning objectives	✓	
8		The teacher explains the material in clear and easy to understand language.	✓	
9		The teacher provides examples that are relevant to students' lives.		✓
10		Teachers use a variety of learning resources (books, articles, videos)	✓	
11		The teacher directs students to look for material from other sources.		✓
12		The teacher directs students to work on the questions on the LKPD	✓	
13		The teacher directs students to work on the questions	✓	
14		The teacher motivates students to work on the questions	✓	
15		The teacher provides reinforcement for the questions being worked on	✓	
16	Question and answer	The teacher briefly explains the material that has been discussed.	✓	
17		The teacher gives questions to students randomly	✓	
18		The teacher gives students the opportunity to ask questions about material they don't understand.	✓	
19		The teacher gives students the opportunity to help their friends answer questions.		✓
20		The teacher motivates students to dare to answer even if it is not correct.	✓	

No	Activity	Observed Aspects	Yes	No
21		The teacher guides students during the question and answer activity	✓	
22		The teacher ensures that students who have not mastered the material get the opportunity to answer.		✓
23		The teacher ensures that each student plays an active role in learning.		✓
24		Teachers master valid learning materials and resources	✓	
25		The teacher acts as a mediator when there are differences of opinion between students.		✓
26	Closing	The teacher keeps the students' attention focused	✓	
27		The teacher creates a pleasant atmosphere		✓
28		Teachers can manage time well		✓
29		The teacher provides reinforcement of the students' answers.	✓	
30		The teacher gives appreciation to each student		✓
31		Teachers and students conclude the learning material	✓	
32		The teacher provides reinforcement regarding the material presented		✓
33		The teacher and students end the lesson with a closing prayer.		✓
	Total: 22/33	Implementation Percentage: 66.7%		

Even though there was an increase, the results of the reflection showed that in cycle I students were still at the adaptation stage to the use of diverse learning resources. Students are not yet fully active in seeking and processing information independently, and still depend on teacher direction. This shows that the actions in cycle I were not fully optimal and needed to be improved in the next cycle.

Cycle II

In Cycle II, improvements were made based on the reflections from Cycle I, namely by increasing student active involvement in the learning process. Teachers not only provided learning resources but also encouraged students to seek out, compare, and present information obtained from various sources. Furthermore, students were involved in group discussions to enhance interaction and collaboration.

The results showed that students' learning interest increased significantly in Cycle II. The average questionnaire score increased to 33.67 from a maximum of 48, equivalent to 70.15%, which is in the good category. Observations also showed that student engagement increased to 90%. This improvement indicates that students have been able to adapt to the use of varied learning resources and demonstrated greater engagement in the learning process.

The results of the student learning interest questionnaire in cycle II can be seen in the following table.

Table of Results of Student Learning Interest Questionnaire Cycle II

No	Indicator	Percentage	Category
1	Attention	69%	Good
2	Interest	71%	Good
3	Activity	70%	Good
4	Involvement	71%	Good
	Average	70.15%	Good

Observations of student activity in Cycle II also showed a more significant improvement. Of the 10 indicators observed, 9 were met, equivalent to 90%, an increase from 67% in Cycle I. The only indicator that was not met evenly was the indicator of independence in consistently taking notes on important material by all students. Details of the observations of student activity in Cycle II are presented in the following table.

Table of Observation Results of Student Activities in Cycle II

No	Observed Indicators	Yes	No
1	Students pay attention to the teacher's explanation	✓	
2	Students show interest in learning	✓	
3	Students actively ask questions	✓	
4	Students answer teacher's questions	✓	
5	Students are involved in the discussion	✓	

No	Observed Indicators	Yes	No
6	Students take notes on important material	✓	
7	Students show enthusiasm for learning	✓	
8	Students do not get bored easily during learning		✓
9	Students participate in group activities	✓	
10	Students give positive responses to learning	✓	
	Number of Indicators Fulfilled: 9/10	90%	

Teachers' activities in managing learning also improved in Cycle II. Of the 33 aspects of implementation observed, 31 were implemented well, increasing the percentage of teacher activity implementation to 93.9%. Improvements made in Cycle II, such as optimizing discussion facilitation, more structured time management, and more intensive guidance, have been shown to have an impact on improving the overall quality of learning. Details of the results of observations of teacher activities in cycle II are presented in the following table.

Table of Observation Results of Teacher Activities in Cycle II

No	Activity	Observed Aspects	Yes	No
1	Introduction	The teacher opened the lesson with greetings and prayers	✓	
2		The teacher conditions the class before starting the lesson	✓	
3		The teacher conducts apperception	✓	
4		The teacher gives motivation to students	✓	
5		The teacher conveys the learning objectives	✓	
6		The teacher conveys the learning steps	✓	
7	Core activities	The teacher delivers material according to learning objectives	✓	
8		The teacher explains the material in clear and easy to understand language.	✓	
9		The teacher provides examples that	✓	

No	Activity	Observed Aspects	Yes	No
		are relevant to students' lives.		
10		Teachers use a variety of learning resources (books, articles, videos)	✓	
11		The teacher directs students to look for material from other sources.	✓	
12		The teacher directs students to work on the questions on the LKPD	✓	
13		The teacher directs students to work on the questions	✓	
14		The teacher motivates students to work on the questions	✓	
15		The teacher provides reinforcement for the questions being worked on	✓	
16	Question and answer	The teacher briefly explains the material that has been discussed.	✓	
17		The teacher gives questions to students randomly	✓	
18		The teacher gives students the opportunity to ask questions about material they don't understand.	✓	
19		The teacher gives students the opportunity to help their friends answer questions.	✓	
20		The teacher motivates students to dare to answer even if it is not correct.	✓	
21		The teacher guides students during the question and answer activity	✓	
22		The teacher ensures that students who have not mastered the material get the opportunity to answer.	✓	
23		The teacher ensures that each student plays an active role in learning.		✓
24		Teachers master valid learning materials and resources	✓	
25		The teacher acts as a mediator when there are differences of opinion		✓

No	Activity	Observed Aspects	Yes	No
		between students.		
26	Closing	The teacher keeps the students' attention focused	✓	
27		The teacher creates a pleasant atmosphere	✓	
28		Teachers can manage time well	✓	
29		The teacher provides reinforcement of the students' answers.	✓	
30		The teacher gives appreciation to each student	✓	
31		Teachers and students conclude the learning material	✓	
32		The teacher provides reinforcement regarding the material presented	✓	
33		The teacher and students end the lesson with a closing prayer.	✓	
	Total: 31/33	Implementation Percentage: 93.9%		

To see the overall improvement, a comparison of the results of students' learning interest from pre-action to cycle II is presented in the following table .

Comparison Table of Student Learning Interest Improvement

No	Stage	Percentage	Category
1	Pre-Action	49.3%	Not enough
2	Cycle I	59.7%	Enough
3	Cycle II	70.15%	Good

Based on these data, there is a consistent increase in each cycle. This increase shows that the use of varied learning resources has a significant influence on students' interest in learning.

To strengthen the interpretation of the results, the increase in students' learning interest between stages was also analyzed using gain score, N-Gain (Hake), and simple effect size (Cohen's h). The calculation results are presented in the following table.

Gain Score and Effect Size Analysis Table for Increasing Student Learning Interest

No	Stage Comparison	Increase (points %)	N-Gain	N-Gain Category	Effect Size (Cohen's h)
1	Pre-Action → Cycle I	+10.4	0.205	Low	0.209 (small)
2	Cycle I → Cycle II	+10.45	0.259	Low	0.220 (small)
3	Pre-Action → Cycle II	+20.85	0.411	Currently	0.429 (medium)

Based on the table, the increase from pre-action to cycle I and from cycle I to cycle II each falls into the low N-Gain category, indicating that the improvement in each cycle is gradual and not yet optimal when viewed separately. However, when viewed as a whole from pre-action to cycle II, the N-Gain of 0.411 is classified as medium, and the effect size (Cohen's h) value of 0.429 indicates a moderate to large effect. This finding strengthens the conclusion that the consistent application of varied learning resources over two cycles has a statistically significant impact on increasing student learning interest, not just random fluctuations.

Analytically, the increase in students' interest in learning was measured through questionnaires and observation data, which also showed consistent developments in student activities and the implementation of teacher activities in each cycle. A recapitulation of the comparison of observation results from cycle I to cycle II is presented in the following table.

In addition to the increase in student learning interest measured through questionnaires, observation data also shows consistent developments in student activities and the implementation of teacher activities in each cycle. A recapitulation of the comparison of observation results from cycle I to cycle II is presented in the following table.

No	Observation Components	Cycle I	Cycle II	Improvement
1	Student Activities (observation sheet)	67%	90%	+23%
2	Teacher Activities (learning implementation)	66.7%	93.9%	+27.2%

According to Sardiman (taken from the article *The Influence of Learning Styles and Student Learning Motivation on Basic Natural Science Learning Ability*, 2018) Analytically, this increase in student learning interest can be explained through the theory of learning motivation which states that learning interest will increase because students are actively involved in the learning process. In addition, the use of diverse learning resources provides a more interesting and meaningful learning experience, so that students are more motivated to learn (Sanjaya, 2018). This shows that the variety of learning resources not only functions as an aid, but also as a strategy to increase student engagement.

The findings of this study are also in line with previous research which shows that the use of varied learning resources can increase students' interest and activeness in learning (Hidayat, 2022; Pratiwi, 2023). Thus, the results of this study not only support existing theories, but also strengthen previous empirical findings.

Furthermore, the increase that occurred in cycle II shows that students' active involvement in searching for and processing information is a key factor in increasing interest in learning. This is in line with the theory of constructivism which states that students construct knowledge through active learning experiences (Trianto, 2019). This finding is also in line with Almulla (2023) who proved that constructivism-based learning, where students are actively involved with various learning resources and strategies, significantly increases student engagement, motivation, and learning outcomes. When students are given the opportunity to explore a variety of learning resources, they not only understand the material more deeply, but also become more motivated to learn.

The increase in student learning interest in this study can also be explained through the Multimedia Learning Theory proposed by Mayer (2024). This theory explains that the combination of word-based and image-based learning resources, such as learning videos and visual media, allows students to process information through two channels (verbal and visual) simultaneously, resulting in deeper understanding and less boredom. The use of varied learning resources in this study, which combines books, videos, and digital articles, aligns with this principle and is one explanation for the consistent increase in student activity and attention in each cycle.

The increase in student engagement from 33% in pre-action to 90% in cycle II can also be interpreted through Student Engagement Theory (Fredricks, Blumenfeld, & Paris, 2004), which divides student engagement into three dimensions, namely behavioral, emotional, and cognitive engagement. Observational data in this study showed an increase in all three dimensions simultaneously: students were more active in asking questions and discussing (behavioral), showed higher enthusiasm (emotional), and began to search and process information independently from various sources (cognitive). Kelly, Yeigh, and Hudson (2024) emphasized that these three dimensions of engagement are interrelated and can be developed through various learning strategies, as found in this study.

Furthermore, the increase in students' learning interest can also be analyzed through Self-Determination Theory (Ryan & Deci, 2017, 2020), which emphasizes that intrinsic motivation grows when three basic psychological needs, namely autonomy, competence, and relatedness, are met. In cycle II, students are given the freedom to search for, compare, and present information from various learning sources (autonomy), receive reinforcement for their answers and work results (competence), and engage in group discussions that increase interaction between students (relatedness). These three factors theoretically explain why students' motivation and interest in learning increase most significantly at that stage, not only as an effect of media variations alone, but also as a result of the fulfillment of students' basic psychological needs in the learning process.

The theoretical implications of this study show that the use of varied learning resources can be an effective learning strategy in increasing students' interest in learning. In addition, the results of this study also contribute to the development of learning theory that emphasizes the importance of student-centered learning, where students play an active role in constructing their own knowledge.

Thus, the results of this study show that the use of varied learning resources in Islamic Religious Education learning has proven effective in significantly increasing students' interest in learning.

Conclusion & Suggestions

This two-cycle classroom action research proves that the integrated use of varied learning resources effectively increases students' interest in Islamic Religious Education, with a consistent increase from the less than ideal category (49.3%) in pre-action to sufficient (59.7%) in cycle I, and good (70.15%) in cycle II. N-Gain analysis (0.411) and effect size (Cohen's $h = 0.429$) confirm that the increase is statistically significant, not just a random fluctuation.

These findings reinforce constructivism theory, Multimedia Learning Theory, Student Engagement Theory, and Self-Determination Theory, which emphasize that students' active engagement with diverse learning resources encourages deeper information processing and stronger intrinsic motivation. Practically, the results of this study imply the importance of teachers integrating various learning resources (books, digital media, and the surrounding environment) in a planned manner, as well as the need for school support in providing facilities and access to diverse learning resources.

For further researchers, it is recommended to expand the scope of research in terms of the number of subjects, educational levels, and other variables such as learning outcomes or critical thinking skills, in order to strengthen the generalization of these findings in the development of Islamic Religious Education learning more broadly.

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